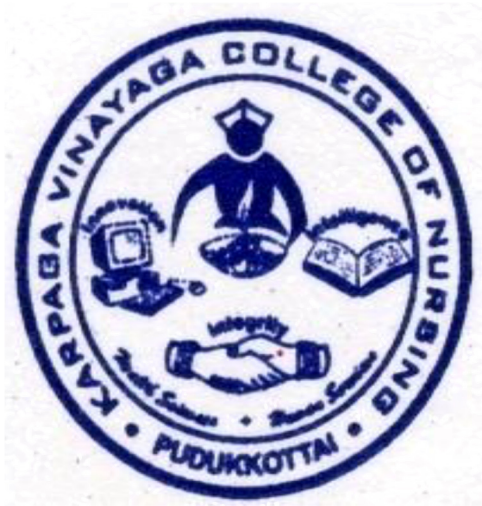


**A TRUE EXPERIMENTAL STUDY TO ASSESS THE  
EFFECTIVENESS OF ASSERTIVENESS TRAINING ON  
LEVEL OF ASSERTIVE BEHAVIOR AMONG LATE  
ADOLESCENT GIRLS IN SELECTED COLLEGES AT  
PUDUKKOTTAI.**

**BY**

**S.A.KARTHIKA**



**A DISSERTATION SUBMITTED TO  
THE TAMILNADU DR. M.G.R.MEDICAL UNIVERSITY,  
CHENNAI. IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF  
SCIENCE IN NURSING  
OCTOBER – 2016**

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**CERTIFICATE**

Certified that this is the bonafide work of **Ms. S.A.KARTHIKA** Karpaga Vinayaga College of Nursing, Pudukkottai submitted in partial fulfillment of the requirement for the degree of Master of science in Nursing from the Tamilnadu Dr. M.G.R. Medical University, Chennai.

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Date :

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Approved by Indian Nursing Council & Tamilnadu Nursing Council  
Affiliated to the The Tamilnadu Dr. M.G.R. Medical University

Date :

Ref :

### **TO WHOMEVER IT MAY CONCERN**

This is to certify that the Ethical committee of Karpaga Vinayaga College of Nursing, Pudukkottai has discussed with its members the topic **"A TRUE EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF ASSERTIVENESS TRAINING ON LEVEL OF ASSERTIVE BEHAVIOR AMONG LATE ADOLESCENT GIRLS IN SELECTED COLLEGES AT PUDUKKOTTAI."** during the year 2015-2016 adopted by **Ms. S.A.KARTHIKA** and its implications on study subjects for her thesis for M.sc Nursing programme and the committee passed clearance for the same topic for her to pursue.

**ETHICAL COMMITTEE**

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With all my heart, and will glorify the name forever”.*

*Psalms 86:12*

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nursing department, Apollo college of nursing Chennai. **Prof. DR. R. Jancy Rachel daisy, M.Sc (N), Ph.D.**, professor cum HOD of Mental health nursing department, C.S.I. Jeyaraj Annapackiam college of nursing Madurai, **Prof. Mr. Mahibalan M.Sc (N)**, Professor cum HOD Mental health nursing department, Doctors college of nursing, Pudukkottai. And all **Experts** for their valuable suggestions and for validating the data collection tool as well as the content of assertiveness training.

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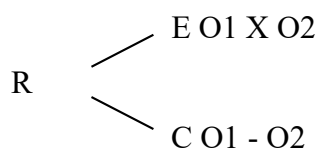
## ABSTRACT

A true experimental study to assess the effectiveness of assertiveness training on Level of assertive behavior among late adolescent girls in selected colleges at pudukkottai was undertaken by Ms. S.A.Karthika in partial fulfillment of the requirements for the degree of **MASTER OF SCIENCE IN NURSING** at Karpaga vinayaga college of nursing under Dr. M.G.R Medical University, Chennai.

### OBJECTIVES

- 1) To assess the pretest and post test level of assertive behavior among late adolescents girls in both experimental group and control group.
- 2) To compare the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in experimental control group
- 3) To find out the association between the post test levels of assertive behavior among Late adolescent girls with their selected demographic variables in experimental group.

Conceptual framework ; Kenny's open system model  
Research design : True experimental, randomized pretest and posttest control group design  
(pre test post test control group design)



Population : late Adolescent girls in selected colleges between 18-20 Years

Sample size : 30 in experimental groups and 30 in control group

Sampling : probability – simple random sampling technique

Setting : J.J.College of Arts and Science and Arputha College of Arts and Science, pudukkottai.

Tool : Rathus assertive schedule.  
Data collection : A True experimental, randomized pre test post test control group design was used.

The timing of data collection was 6 weeks the Assertiveness training was given for 1hr

Data analysis : Descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (paired 't' test, unpaired 't' test and chi square) were used to test the research hypotheses.

## **MAJOR FINDINGS OF THE STUDY**

1. Experimental group late adolescent girls experienced Assertive and mild assertive behavior when compared with control group
2. There was a significant difference in the assertive behavior between the control and experimental group.
3. There was a significant association between the assertive behaviors with selected demographic variables in experimental group.

## **CONCLUSION**

The Assertiveness training was simple and effective method to improve the level of assertive behavior among late adolescent girls.

# CHAPTER I

## INTRODUCTION



# CHAPTER I

## INTRODUCTION

*“Never allow a person to tell you no who doesn’t have the power to say yes*

*-Eleanor Roosevelt*

*“The only healthy communication style is assertive communication”*

**-Jim Rohn**

Human life is divided into five main stages namely infancy, childhood, adolescence, adulthood and old age. In each of these stages an individual find himself in different situations and face different problems. Adolescence is a crucial period in the development of the self-concept. Adolescence, the word from Latin: adolescence meaning "to grow up" and is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of majority) but largely characterized as beginning and ending with the teenage stage.

Adolescent period of transition starts at the age of 13 years and ceases by the age of 19 years. Adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, developmental experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract.

Adolescents are required to learn a complex set of social skills to engage in effective, confident and mutually beneficial interaction with other people. Assertive adolescent as assertive adult. Assertiveness is a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another assuming a position of dominance or submissively permitting another to ignore or deny one's rights or point of view.

The assertive behavior will prepare the individual to live in a dynamic society. If the adolescents fail to develop the assertiveness, they cannot meet the life expectancy challenges. They are facing many psychological problems, unable to cope up with their problems, leads to poor communication skills, poor academic

performance, shyness, low self esteem which leads to low self confidence among them and if it exceeds they develop the substance abuse and alcoholism, so these can prevented through the assertiveness training.

The concept of assertiveness has been defined in various ways since its initial conception.

**Wolpe(1958)** introduced the term “Assertive” and defined assertive behaviour as the outward expression of practically all feelings other than anxiety.

**Wolpe and Lazarus (1969)** viewed assertiveness as a skill, suggesting that skill deficits may occasionally account for non-assertive behaviour. The assumption that assertiveness is a skill suggests that it can be taught and developed through practice.

**Alberti and Emmons (2000)** define assertive behaviour as “behavior that enables individuals to act in their own best interests, to standup for themselves without undue anxiety, to express their honest feelings comfortably or to exercise their own rights without denying the rights of others.

**Alberti and Emmons (2005)** argues that assertive communication is much more adaptive than either submissive or aggressive communication. Researchers have identified that both verbal and non-verbal behaviours helps to differentiate between the assertive and non-assertive individuals. It was found that basically 8 behavioural components of assertive behaviour. They include: eye contact, body posture, gesture, facial expressions, voice, fluency, timing and listening.

**Robinson (2012)** Identified children who lack assertive behaviour is reluctant to take initiative and apprehensive about expressing antagonistic feelings.

**Kerry Hand (2013)** Assertiveness is the ability to express your feelings, opinions, beliefs and needs directly and honestly while not violating the rights of others. Many confuse assertiveness with aggression and submissiveness. Aggressive people are self-righteous, controlling and superior and they violate rights of others, express feelings dishonestly and inappropriately, where as submissive people often let

others take advantage of them and cannot say no to unreasonable request and they appear to lie in excessive concern about gaining social approval of others.

**Rose (2014)** described a population of children who were less assertive experienced difficulty in communicating their anger, did not stand up for their right, conformed to the wishes of others, and experienced difficulty in speaking clearly when frustrated.

The existing democratic world, demands for assertive behaviour among all the individuals, to stand for their own basic rights and responsibilities, especially among the adolescent as they are the powerful manpower resource of the future existence. Many adolescent lack boldness, self-confidence and vital characteristics of assertiveness and hence it is necessary to develop assertiveness for a successful life. It is against this background that the presents study attempts to examine the assertiveness among the college students.

### **NEED FOR THE STUDY:**

The world population trends 2014 reveals that the world's adolescent population is 7.06 billion. Current Population of India in 2014 is estimated to be 1.22 billion. Nearly 90 per cent live in developing countries. India has the largest population of adolescents in the world being home to 243 million individuals' aged 10-19 years. Tamilnadu is the largest state in India in terms of population. Population of Tamilnadu in 2014 is 70,201,204 and about 21% of that comprised the adolescent population

Adolescents are the demographic forces. More than 22% of India's population is in the adolescent age group 12-20 years;

**World Health Organization (2014)** defined that the term adolescence as an age group between 12-20 years. The adolescent phase is highly vulnerable period because of simultaneous interaction of bio-psychosocial factors and their ability to cope and perform in their age group depends on the level of assertive behavior. Assertiveness is a tool used by them to establish them in the society.

Globally 10% to 20% of adolescents has the problem of nonassertive and in india 13%-15% of adolescents were affected with non assertive behavior. In Tamilnadu 47% to 49.5% of adolescents have low level of assertive behavior and in pudukkottai 25% to 27% of adolescents were affected with low level of assertive behavior.

**Bryan Splittorf, (2010)** Assertiveness is the action of expressing our thoughts, feelings and beliefs in a direct, honest and appropriate way.

**Herson and Bellack, (2012)** The term “assertiveness” referred to as a sub category of social skill. The term “social skill” means the compound ability necessary for effective interpersonal functioning. In assertiveness, the emphasis is on the “ability to express both positive and negative feelings in the interpersonal contexts without suffering consequent loss of social reinforcement”.

**Journal of nursing education in practice, (2012)** Assertiveness is necessary for any type of communication. It is an important behaviour for today’s professional nurse, as it is necessary for effective nurse-patient communication and it is suggested that development of assertive behaviour may aid in the confidence of the profession as it develops. Nurse educators have an important role in the development and implementation of assertiveness training/education programmes for the undergraduate nursing students

**Bakker and Bakker-Rabdau, (2013)** Assertiveness promotes positive, direct, courteous and goal-directed behaviour while maximizing value of social interactions.

The student nurses must be assertive enough as nurse-patient communication is the key factor in delivery of quality care to the patient. It is against this background, the present study objectives are formulated.

## **STATEMENT OF THE PROBLEM**

“A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at pudukkottai”.

## **OBJECTIVES**

- 1) To assess the pretest and post test level of assertive behavior among late adolescent girls in both experimental group and control group.
- 2) To compare the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in experimental group and control group
- 3) To find out the association between the post test level of assertive behavior among Late adolescent girls with their selected demographic variables in experimental group.

## **HYPOTHESES**

H1: There was a significant difference between the pre test and post test level of assertive behavior among late adolescent girls in experimental group.

H2: There was a significant difference between the post test level of assertive behavior among late adolescent girls between experimental group and control group.

H3: There was a significant association between post test level of assertive behavior among late adolescent girls with their selected demographic variables in experimental group.

## **OPERATIONAL DEFINITIONS**

### **Assess**

Assess means to estimate the value. In this study its refers to the estimation or evaluation of the level of assertive behavior of late adolescent girls.

### **Effectiveness**

The effectiveness means producing an intended result. In this study its refers to the extent to which the proposed assertiveness training bring about the result intended of, It is measured in terms of significant differences in level of assertive behavior by using statistical measurements.

### **Assertiveness training**

In this study it refers to systematic assertiveness training process to improve the assertiveness behavior of late adolescent girls. It consists of communication skills, modeling, rehearsal and positive reinforcement techniques.

**Late adolescent girls**

In this study it refers to persons who are between the age group of 18-20 years. Those adolescent girls who are undergoing any type of degree programs in college.

**ASSUMPTIONS**

1. The late adolescent girls may have non assertive behavior.
2. The assertiveness training may enhance in the assertive skills for late adolescent girls

**DELIMITATIONS**

1. The study is limited to six weeks of data collection.
2. The study is limited to only the age group of 18-20 years of late adolescent girls.
3. The study is limited to 60 samples only. (30 in experimental group and 30 in control group).

**PROJECTED OUTCOME**

The use of assertiveness training will enable the late adolescent girls to gain the information regarding assertive behavior more easily and it remains in them for longer period.

# CHAPTER II

## REVIEW OF LITERATURE

## **CHAPTER II**

### **REVIEW OF LITERATURE**

**Polit and Hungler (2010)** describes that review of literature is a broad, comprehensive, in depth, systematic and critical review of scholarly publications, unpublished scholarly print materials, audio-visual materials and personal communications. It also provides the readers with a background for understanding current knowledge on a topic and illuminate the significance of the new study. Hence the review of literature was divided under the following sections:

- Section-I** : Review related to assertive behavior
- Section-II** : Review related to assertive behavior among late adolescents
- Section- III** : Review related to assertiveness training
- Section-IV** : Review related to effectiveness of assertiveness training  
Among late adolescent girls.

#### **Section-I: Review related to assertive behavior:**

**Orenstein and Carr (1981)** conducted a study to assess the correlation of assertiveness and anxiety. 450 college freshmen's level of assertiveness was measured using Rathus Assertiveness Schedule. Only 86 subjects were selected as samples and were assigned to 3 discrete groups-high, average and low assertive. Results showed a significant relationship between low assertiveness and neuroticism as measured by Maudsley Personality Inventory. Low scores had significantly higher trait anxiety scores as measured by Spielberger's State-Trait Anxiety Inventory. It was concluded that, men were found to be significantly more assertive than women and it suggested the desirability of studying sex groups separately when investigating assertiveness.

**Jeffrey A. Goldman and Paul. V. Olczak (1981)** assessed the relationship between psychological maturity and assertiveness in male and female college students. Results revealed a moderately high positive relationship between psychological maturity (PSM) and self reported assertiveness on the Rathus and Galssi scales for both sexes.



**Richard G. Heimberg, Emil J. Chiauuzi and Robert E. Becker (1983)** conducted a study among college students, psychiatric in-patients and normal adults of cognitive self-statement patterns and their relationship to self-reported assertiveness. Non-assertive subjects reported a higher frequency of negative self statements than did assertive subjects. Regardless of their status like psychiatric patients, students or normal adults.

**Garrison, Shauon & Jenkins, Jack. O (1986)** investigated the influence of race on rating of assertiveness using 16 black and 16 white undergraduate evenly divided by sex. Result indicated that black raters found black undergraduates assertive response to be more assertive than white raters and the black female responses were rated as more assertive aggressive and appropriate.

**Chan. David. W (1993)** assessed components of assertiveness using 16 black and 16 white undergraduates evenly divided by Sex. Result indicated that black raters found black undergraduates assertive responses to be more assertive than white raters and the black female responses were rated as more assertiveness aggressive and appropriate.

**Chan. David. W (1993)** assessed components of assertiveness and depressive symptoms of 183 Chinese undergraduates in their responses to the Rathus Assertiveness schedule and Beck depression inventory. The dimension of assertiveness emerged; expressing, confronting and demanding responses. These components were found to relate differentially to the beliefs in specific assertive rights. Non-assertive response especially in expressing and disclosing oneself correlated with depressive mood.

**Tolor Kelly and Stebbins (1996)** conducted a study to assess how the sex role stereotyping related to differences in assertiveness, in which results suggested that women who were low in sex role stereotyping were significantly more assertive than men who were low in sex role stereotyping, providing further support for the need to study sex group separately.

**Morgan (1998)** conducted a study to find the relationship between assertiveness and anxiety. Results showed that a significant relationship existed

between assertiveness and anxiety but concluded that the correlation showed little predictive importance since it accounted for less than 6% of total variance.

**Indumathi K. DeviBalakrishnan (2004)** conducted a study to assess the relationship between assertiveness and group participation among 88 PG women students whose age ranged from 21-23 years. Assertiveness was measured using Rathus Assertiveness scale. The findings of the study related that highly assertive women were more participated in group activities.

## **Section-II Review related to assertive behavior among late adolescents**

**Susman, Elizabeth J.; Dockray, (2007)** Samantha The relationship between morningness/eveningness (M/E) and morning-to-afternoon cortisol ratio, pubertal timing, and antisocial behavior was examined in 111 girls and boys ages 8 to 13 years. Cortisol levels showed a significant increase after awakening and declined thereafter (  $p < .05$ ). Eveningness was related to a composite measure of antisocial behavior and rule-breaking and attention behavior problems and conduct disorder (CD) symptoms in boys and relational aggression in girls. In boys only, lower a.m. to p.m. cortisol ratio, indicating less circadian decrease in cortisol, was related to attention problems. Early pubertal timing was associated with boys' rule-breaking and attention behavior problems and CD symptoms and girls' relational aggression. The findings indicate that evening activity preference; extreme a.m. to p.m. cortisol ratios, in one case; and early pubertal timing were associated with antisocial behavior even in young adolescents, but the findings were stronger for boys than for girls.

**Mark D. Godley, (2010)** This study compared assertive continuing care (ACC) to usual continuing care (UCC) on linkage, retention and a measure of continuing care adherence. Outcome analyses tested the direct and indirect effects of both conditions and level of adherence on early (months 1–3) and longer-term (months 4–9) abstinence. Design Two-group randomized design. Setting Eleven counties surrounding a community-based residential treatment program in the Midwestern section of the United States. Participants A total of 183 adolescents, ages 18-20 years, with one or more *Diagnostic and Statistical Manual* version IV (DSM-IV) substance use dependence disorder and met American Society for Addiction Medicine (ASAM) placement criteria for non-medical residential treatment. Intervention Prior to discharge from residential treatment, participants were assigned randomly to

receive either UCC, available at outpatient clinics in the 11-county study area, or ACC via home visits. Measurements Self-reported interview data were collected at intake, 3, 6 and 9 months post-residential discharge. Urine test data and interviews with a caregiver were conducted at baseline and 3 months. Findings ACC led to significantly greater continuing care linkage and retention and longer-term abstinence from marijuana. ACC resulted in significantly better adherence to continuing care criteria which, in turn, predicted superior early abstinence. Superior early abstinence outcomes for both conditions predicted longer-term abstinence. Conclusions ACC appears to be an effective alternative to UCC for linking, retaining and increasing adherence to continuing care. Replication with larger samples is needed to investigate further the direct and indirect effects of ACC found in this study.

**Paterson, Randy J,(2012)** Understanding young women's sexual assertiveness is critical to developing effective interventions to promote sexual health and reduce sexual risk-taking and violence. Young women's perception of their sexual rights may vary according to demographic characteristics, sexual health behaviors and victimization history. Data were collected from 904 sexually active 14-26-year-old clients of two family planning clinics in Texas, reflecting their perceptions of their right to communicate expectations about or control aspects of their sexual encounters. Logistic regression analysis was used to assess which characteristics were independently associated with believing that one never has each specified sexual right. Almost 20% of women believed that they never have the right to make their own decisions about contraception, regardless of their partner's wishes; to tell their partner that they do not want to have intercourse without birth control, that they want to make love differently or that their partner is being too rough; and to stop foreplay at any time, including at the point of intercourse. Poor grades in school, sexual inexperience, inconsistent contraceptive use and minority ethnicity were independently associated with lacking sexual assertiveness. Many sexually active young women perceive that they do not have the right to communicate about or control aspects of their sexual behavior. Interventions to prevent sexually transmitted diseases, unwanted pregnancy and coercive sexual behaviors should include strategies to evaluate and address these perceptions.

### **Section- III : Review related to assertiveness training**

**Singhal & Nagao,(1993)** There is a comprehensive body of literature on assertiveness and assertiveness training. All the same, assertiveness is defined as the practice of traits that enables individuals to act in their best interest, express themselves and stand for themselves without denying the rights of others. ArvindSinghal and MotokoNagoya presented the definition of assertiveness in the similar manner through their study on “Assertive as Communication Competence,” which claimed that there is significant variation between individuals’ attitudes toward performing assertive behaviors. Nevertheless, it is clear that some people are more assertive than others. They also argued that assertive communication competence is situational and contextual whereby it vary from situation to situation depending on the gender, and concluded by claiming that there is a need for further investigation on assertiveness as a tool for measuring communication competence in intercultural settings.

**Abbassi & Raghu, (2006)** Having the same idea with Anna, Amir Abbassi and Raghu claimed that assertiveness acquire meaning through autonomy, courage, and authenticity Furthermore, they claimed that assertiveness is a significant notion in counseling, sociology and psychology for dealing with matters in individual characteristics required for functioning various roles in the society. They concluded by claiming that autonomy, courage, and authenticity are interconnected to each other, which are the primary indicators of assertiveness and latter give meaning to assertiveness.

**Goodarzi Z, Siadat A, Keivanara ,(2013)** Academic anxiety is an important educational problem that affects millions of students in colleges and schools over the world each year. Although a low level of anxiety can cause positive motivation for improvement of educational functioning, high levels of it can cause a disturbance in concentration, attention, storage of knowledge, recall and educational reduction. It has also been recently determined that there is a relationship between anxiety and assertiveness. Therefore, this study is an attempt to determine the effect of assertiveness training on reducing anxiety levels in pre-college academic students. The findings showed that from 89 participating students, 55 were girls (61.8%), 34 were boys (38.2%), 28.09% were studying humanities, 41.57% physics and

mathematics and 30.34% experimental science. 39.33% were the first child, 33.71% were the second child and 26.96% were the third or subsequent child. It shows that there is no significant difference between educational anxiety and assertiveness by gender before intervention. Of course independent T test did not show any significant difference between educational anxiety score mean and assertiveness among boys in the two groups and girls in the intervention. The research findings on the relationship between assertiveness and academic anxiety in the two groups showed that there is a meaningful but reversed relationship between academic anxiety and assertiveness ( $r = -0.69, P < 0.001$ ). In this study, academic anxiety mean and standard deviation before the intervention for experimental and control groups was  $18.87 \pm 4.75$ , and  $17.42 \pm 4.32$  in order and independent T test did not show any significant difference ( $P = 0.23$ ). Also, this test did not show a significant difference in assertiveness mean and standard deviation before intervention so that assertiveness mean in the experimental group was  $107 \pm 7.81$  and in the control group was  $109 \pm 6.28$  ( $P = 0.12$ ).

#### **Section-IV : Review related to assertiveness training among late adolescents**

**Fornell & Robert, (1979).** In describing the behavior of consumer, Claes Fornel and Robert performed an exploratory study of assertiveness, aggressiveness, and consumer complaining behavior. They defined assertiveness as a complex of behaviors that are produced by an individual in an interpersonal context, which shows an individual feelings, opinions, attitude, wishes, firmly and honestly while preserving the attitude, wishes, rights and opinions of others. Moreover, they suggested that assertiveness does not concern an undue or excessive amount of fear and anxiety, but represents the standing up of an individual rights without violating the rights of others. This is in line with arguments of mental health scholars who argue that assertiveness is learned and depend on the situation to situation. Likewise, the impacts of assertive training involve increased positive response from others, increased self-esteem and decline in social situations for individuals having gone through a training program.

**Lizarraga et al, 2003** The review on assertiveness brought about other associated concepts such as professional light, assertive communication, self-confidence and conflict management. Assertiveness has been claimed as the background for understanding these concepts and their independence in

assertiveness. Lizarraga.M et al, examined the impacts of teaching self-regulation, assertiveness, and empathy to forty middle school students in a compulsory education setting. The study involved a quasi-experimental design, which utilized pre and post-test measurement. According to them, assertiveness refers to an individual capability to express and advocate interests, ideas and feelings easily without anxiety, but maintaining respect for other people.

A study was formulated to evaluate an assertiveness training program on nursing and medical students Nursing Department, Tri-Service General Hospital, Taiwan on assertiveness, self-esteem, and interpersonal communication satisfaction. Using a longitudinal research design, 69 participants whose scores on the Assertive Scale were  $\leq 50\%$  (i.e., low assertiveness) and who were willing to participate were included and assigned to an experimental group (33 subjects) or comparison group (36 participants; participants were matched with the experimental group by grade and sex). Participants in the experimental group received eight 2-h sessions of assertiveness training once a week. The assertiveness and self-esteem of the experimental group were significantly improved in nursing and medical students after assertiveness training, although interpersonal communication satisfaction of the experimental group was not significantly improved after the training program.

A study was conducted to assess the self esteem and assertiveness on 372 final year Turkish university students. The research population was a total of 372 students who were in their final year of university in different programs. Total response rate was 77.9%. The data were collected using a "Personal Information Form," Stanley Coppersmith Self Esteem Inventory (SEI) and Rathus Assertiveness Schedule (RAS). The results of the study were that the nursing students had the highest scores from SEI ( $80.64 \pm 15.83$ ). Similarly the nursing students had the highest scores on the RAS ( $36.29 \pm 25.33$ ).

**Jayne E. Stake and Cathy J. Deville(2005)** conducted a study to assess the change in self esteem followed by assertive training among the 148 girls in 10 high school and in 6 senior high schools. Following a 3 months of assertive training, results showed that increase in self esteem were related to the girls perceptions of teacher reactions to their assertive behaviour.

**Daniel R. Ames (2008)** explored the varying levels of assertiveness in negotiations and interpersonal conflicts in his article, “Assertive Expectancies”. According to him, assertiveness is a healthy and desirable behavior for all individuals who interact in a group situation insofar as it militates against personal powerlessness and can lead to personal empowerment, and ultimately benefit the workplace as a whole. According to Ames, individuals make idiosyncratic prediction of the social and instrumental implications of a given acquiescent behavior, which is in line with theories of personality that claims that outcomes expectancies shape behavior (Ames, 2008). Thus, it is possible that assertiveness is predominantly the product of expectancies and values, meaning that individuals who expect high assertiveness to be harmful could simply be more concerned with preserving relationships. He concluded by arguing that assertiveness there are many definitions of assertiveness that differ in accordance to the particular perspective or the purpose of the definer as well as the context. However, the meaning of assertiveness must concerns confidence, and behavioral pattern, which are the fundamental components of assertiveness.

**Lazarus, Salter and Wolpe (2009)** conducted a study to assess the relationship between anxiety and assertiveness among college going women and concluded that there is an inverse relationship between anxiety and assertiveness and also concluded that Assertiveness training (AT) increases assertive responses thereby decreasing feelings of anxiety.

**Eisler et al (2011)** conducted a study to find the relationship between assertiveness and anxiety. They concluded that there was no decrease in anxiety. They concluded that there was no decrease in anxiety following assertive training, but there was increased assertiveness following assertiveness schedule. It was found that the assertive training employed in these studies taught the client assertiveness skills but did not teach the client how to deal with anxiety.

**Harstook, Olch and de Wolf (2013)** compared the personality characteristics of women volunteers for an assertive group at a college counseling centre with a control group of vocational counselees and a college female norm group on the Edwards personal preference schedule they conducted on going evaluation of the effectiveness of eight two-hour assertiveness training (AT) sessions. The pre and post-test results were significant ( $P < 0.01$ ) indicating that participants rated as less anxious

in interpersonal situations on the Willoughby questionnaire and more assertive as measured by the assertiveness inventory. The changes could be the result of testing effects, intervening life experiences, or a temporary fulfillment of the experimenter's implicit expectations of change since the investigators co facilitated the assertive training groups.

## **CONCEPTUAL FRAME WORK**

The conceptual framework selected for the study is based on Kenny's Open System Model. All the living system are open, in this there is continuous exchange of matter, energy and information. Open system has changing degree of interaction with the environment from which the system receives input and gives back output in the form of matter, energy and information.

The main concept of open system model are input, throughput, output and feedback. The study is undertaken to determine the effect of assertiveness training on level of assertive behavior. Pretest was conducted to assess the level of assertive behavior among adolescents.

### **INPUT:**

Input can be matter, energy and information from the environment. In this present study the environment refers to colleges at pudukkottai, and refers to the collection of demographic variables from the samples such as age, religion, family type, place of residence, education of parents, family monthly income, occupation of parents, order of birth, number of siblings, medium of education.

### **THROUGHPUT:**

The matter, energy and information are continuously processed throughput the system which is also called complex transformation known as throughput process is used for input. In this present study the throughput refers to pretest, effectiveness of assertiveness training on level of assertive behavior among samples who are regularly undergone assertiveness training.



**OUTPUT:**

After processing the input and throughput, the system returns to the output matter, energy and information in an altered state. In the present study significant 17 improvement in the level of assertive behavior of the experimental group and no significant changes in the control group as output.

**FEEDBACK:**

Feedback gives information about environment response to the system. Output is utilized by the system in adjustment, correction and accommodation to the interaction with the environment. In the present study, effectiveness of assertiveness training is considered in calculating mean percentage and testing hypothesis.

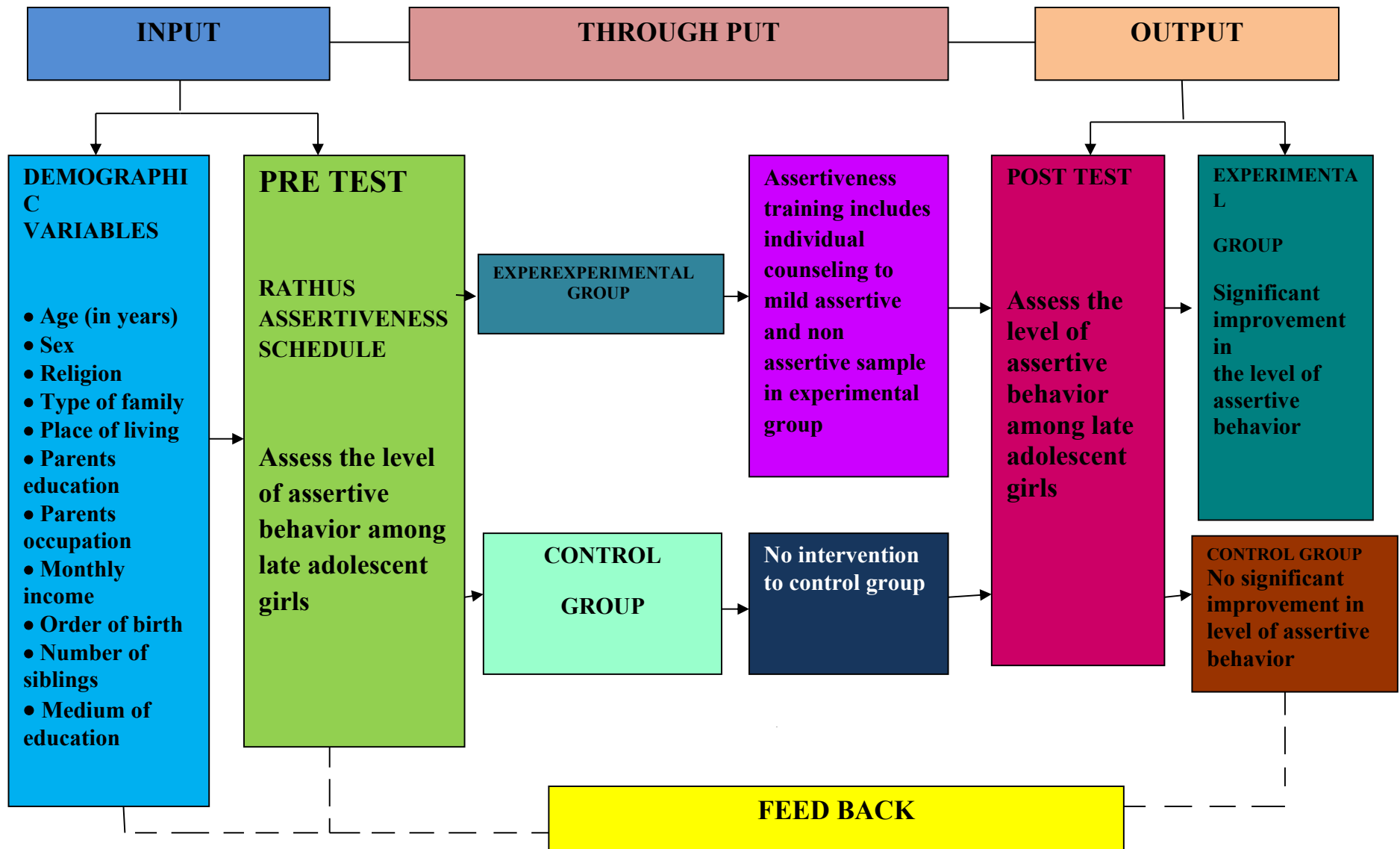


Figure: 1 MODIFIED CONCEPTUAL FRAMEWORK BASED ON J.W. KENNY'S OPEN SYSTEM MODEL

# CHAPTER III

## RESEARCH METHODOLOGY

## **CHAPTER – III**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

Research methodology involves the systematic procedures by which the researcher starts from initial identification of the problem to its conclusion. The role of methodology consists of procedure and techniques for conducting the study.

- SHARMA ( 1990)

It includes research approach , research design, study setting, sample and sampling technique, description of the tool, development and validation of tool, data collection procedure and plan for the data analysis.

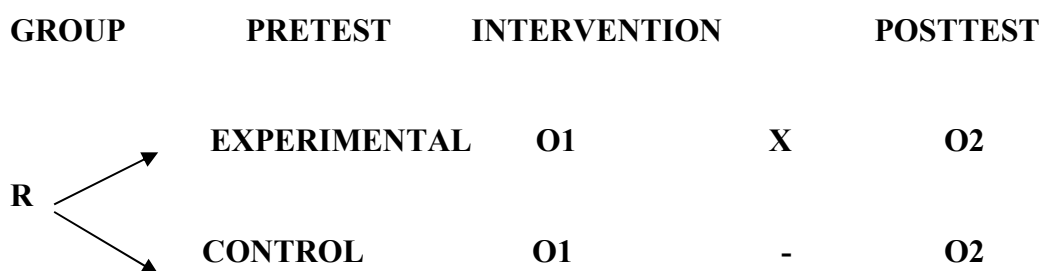
#### **RESEARCH APPROACH**

Quantitative research approach will be used for the study.

#### **RESEARCH DESIGN**

True experimental design will be adopted with pre test post test control group design.

#### **SCHEMATIC REPRESENTATION**



**O1** - Pre test level of assertive behavior in experimental group and control group

**O2** - Post test level of assertive behavior in experimental group and control group

**X** - Assertiveness training

## **VARIABLES**

### **Independent variables**

Assertiveness training.

### **Dependent variable**

Level of Assertive behavior among late adolescent girls.

## **SETTING OF THE STUDY**

The study will be conducted at selected colleges in pudukkottai, which is situated around 10 kms from Karpaga Vinayaga College of Nursing.

1. J.J.College of Arts and Science, Sivapuram,Pudukkottai, which is situated near to the Karpaga Vinayaga College of Nursing.
2. Arputha College of Arts and Science, Pudukkottai which is situated 10 kms away from Karpaga Vinayaga College of Nursing.

## **POPULATION**

The population of this study is the late adolescent girls in selected colleges.

Target population includes all the late adolescent girls studying in private colleges.

Accessible population includes the students studying in JJ college of arts and science, Arputha college of arts and science, pudukkottai.

## **SAMPLE**

Late Adolescent girls in selected colleges at Pudukkottai between the age group of 18 to 20 years.

## **SAMPLE SIZE**

Sample size for the study consists of 60 late adolescent girls. In that, 30 samples were in experimental group and 30 samples were in control group

## **SAMPLING TECHNIQUE**

Probability sampling; simple random sampling technique was used.

## **CRITERIA OF SAMPLES SELECTION**

### **Inclusion criteria:**

Adolescence who are

- Between the age group of 18-20 years.
- Available at the time of data collection.
- Willing to participate in this study.

### **Exclusive criteria:**

Adolescents: who are

- Not willing to participate in the study.
- Absent at the time of data collection.

## **DESCRIPTION OF TOOL**

The instrument was developed by the investigator with the guidance of experts, it consists of 2 parts.

### **SECTION-I** Demographic variables

### **SECTION-II** Rathus assertiveness schedule.

#### **SECTION-I**

Demographic variables (age, religion, family type, place of residence, occupation of parents, education of parents, monthly income of parents, order of birth, number of siblings, and medium of education).

#### **SECTION-II**

Rathus assertive schedule, will be used to assess the level of Assertiveness. The questionnaire includes all aspects of Assertiveness . It consists of 30 questions the questions were on a rating scale form. Each questions had six responses very much like me – 6, rather like me – 5, slightly like me – 4, slightly unlike me – 3, rather unlike me – 2, very much unlike me - 1

## **SCORING PROCEDURE AND SCORING INTERPRETATION**

The total questionnaire was 30. The total score was converted into percentage and the resulting score was range as follows.

<b>LEVEL OF ASSERTIVE BEHAVIOR</b>	<b>SCORE</b>
NON ASSERTIVE	1 - 60
MILD ASSERTIVE	61 – 120
ASSERTIVE	121 - 180

## **VALIDITY AND RELIABILITY OF THE TOOL**

### **VALIDITY**

The validity of the tool was established by consultation with guide and four experts in the field of psychiatric nursing, psychiatrist and psychologist. The tool was modified according to the suggestions and recommendation given by them.

### **RELIABILITY**

Reliability of the tool was estimated in the study of subjects by using the test retest method. Was found to be  $r=0.9$  and the tool was found to be reliable.

## **PILOT STUDY**

The tool was administered and checked for the feasibility and appropriateness. The subject chosen was similar in characteristics. Formal approval was obtained from the authority. Written consent was obtained. A pilot study will be conducted in selected colleges at pudukkottai for a period of one week, A sample of 6 late adolescent girls(3 in experimental group and 3 in control group)The sample will be selected by simple random sampling technique.

## **DATA COLLECTION PROCEDURE**

The period of data collection was conducted for one month. The investigator obtained formal permission from the management authorities of the college. Samples was selected with probability simple random sampling technique and True experimental [pretest post test control group] design was used. The data was collected

on all seven days of the week. The timing of data collection was day timing. The nature and purpose of the study was explained to the late adolescent girls. Written consent was obtained. Assertiveness training was given to late adolescent girls in morning or else their convenient. Post test was conducted on the 21st day.

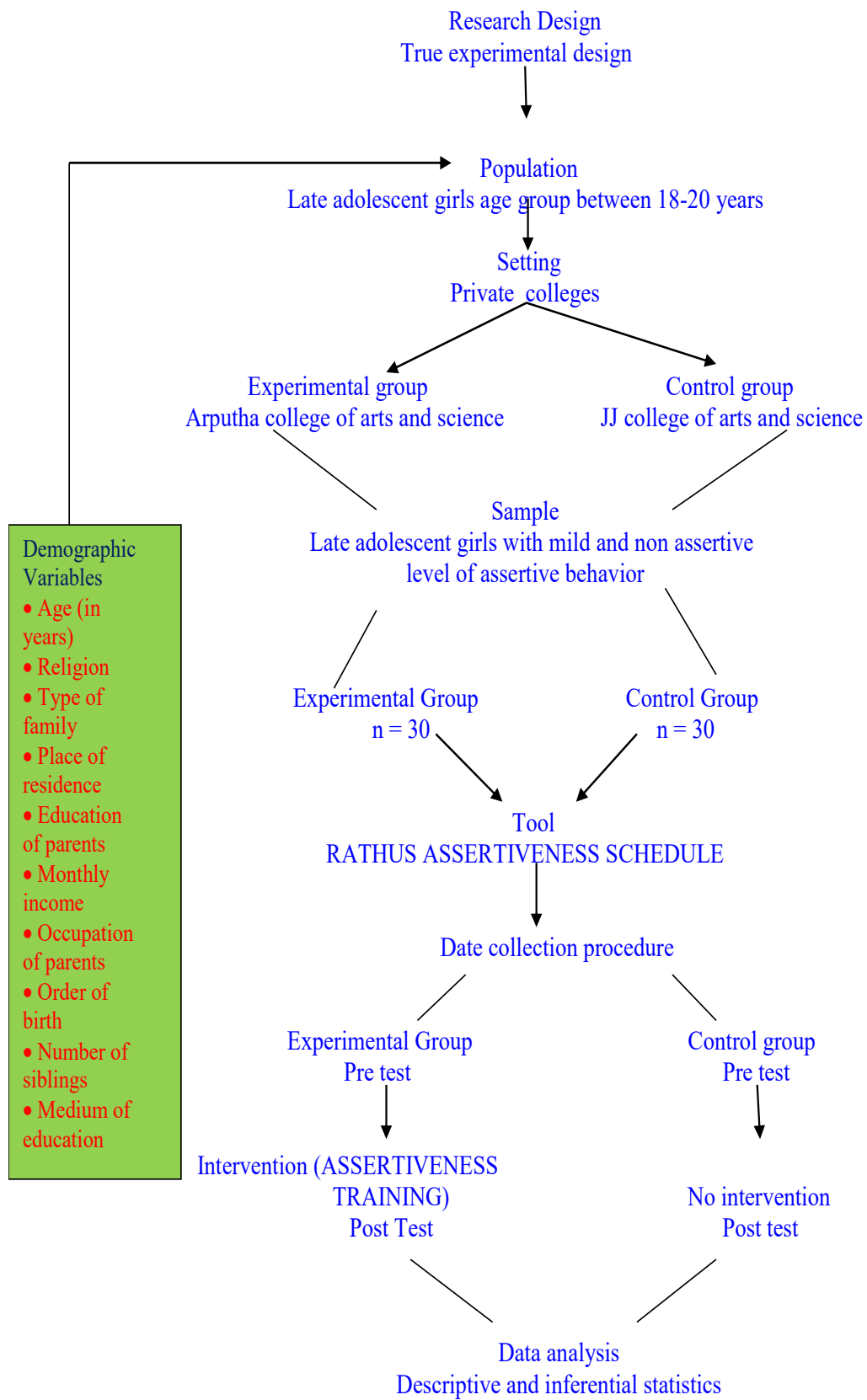
## **PLAN FOR THE DATA ANALYSIS**

- The collected data was arranged and tabulated to represent the findings of the study. Both descriptive and inferential statistics was used.
- Frequency, percentage distribution was used to analyze demographic variables.
- Mean and standard deviation was used to analyze the level of assertive behavior.
- Paired „t“ test and unpaired „t“ test was used to find out the difference between pre test and post test of the group.
- Chi square test was used to find out the association between post test score and their selected demographic variables.

## **ETHICAL CONSIDERATIONS**

The main study was conducted after the approval of research committee. The purpose and other details of the study was explained to the respondents consent was obtained from them. Confidentiality was assured to the individuals regarding the study result permission was sought from the college authority. Thus the ethical practices was ensured in the study.





**Figure 2: Schematic representation of Research methodology**

**CHAPTER IV**

**DATA ANALYSIS AND**

**INTERPRETATION OF DATA**

## **CHAPTER – IV**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from 60 adolescents (30 Experimental and 30 Control) at selected schools, in Pudukkottai. The data collected was organized, tabulated and analyzed according to the objectives. The findings based on the descriptive and inferential statistical analysis are presented under the following sections.

#### **ORGANIZATION OF DATA**

**Section A:** Description of demographic variables of the adolescents in experimental and control group.

**Section B:** Assessment of pretest and posttest level of assertive behavior among Late adolescent girls in experimental and control group.

**Section C:** Comparison of pretest and posttest level of assertive behavior among Late adolescent girls in experimental and control group.

**Section D:** Association of posttest level of assertive behavior among late adolescent girls with their selected demographic variables in the experimental group.

**SECTION A**

**DESCRIPTION OF DEMOGRAPHIC VARIABLES OF THE  
ADOLESCENTS IN EXPERIMENTAL AND CONTROL GROUP.**

**Table 1: Frequency and percentage distribution of demographic variables of adolescents in experimental and control group.**

**N=60(30+30)**

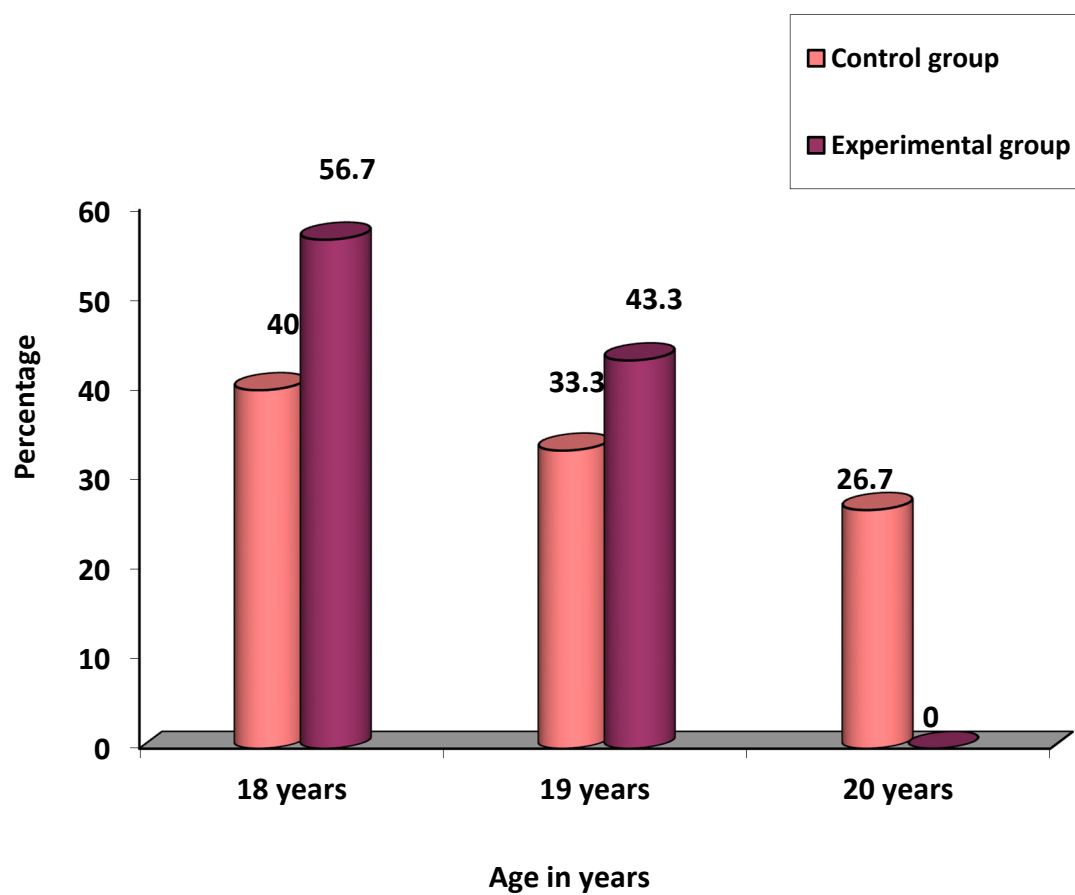
<b>Demographic variables</b>	<b>Control group (n=30)</b>		<b>Experimental group (n=30)</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
<b>1.Age(in years):</b>				
18 years	12	40	17	56.7
19 years	10	33.3	13	43.3
20 years	8	26.7	0	0
<b>2.Religion:</b>				
Hindu	25	83.3	17	56.7
Muslim	1	3.3	3	10
Christian	4	13.3	10	33.3
Others	0	0	0	0
<b>3.family type :</b>				
Joint	9	30	4	13.3
Nuclear family	21	70	26	86.7
Separated family	0	0	0	0
<b>4.Place of residence :</b>				
Rural	21	70	5	16.7
Urban	9	30	25	83.3
<b>5.Education of mother :</b>				
No formal education	7	23.3	9	30
Primary education	12	40	15	50
High school/Higher secondary	8	26.7	6	20
Diploma/degree/post graduate	3	10	0	0

<b>6.education of father:</b>	7	23.3	4	13.3
No formal education	12	40	16	53.3
Primary education	7	23.3	10	33.3
High school/Higher secondary	4	13.3	0	0
Diploma/degree/post graduate				
<b>7.family income:</b>				
Below Rs.3000	16	53.3	16	53.3
Rs.3001-5000	6	20	11	36.7
Rs.5001-Rs.7000	4	13.3	3	10
More than Rs.7001	4	13.3	0	0
<b>8.Occupation of mother :</b>				
Private employee	0	0	0	0
Self employee	10	33.3	9	30
Government employee	1	3.3	1	3.3
Un employee/Home maker	19	63.3	20	66.7
<b>9.Occupation of father:</b>				
Private employee	23	76.7	0	0
Self employee	3	10	21	70
Government employee	4	13.3	1	3.3
Un employee/Home maker	0	0	8	26.7
<b>10.Order of birth :</b>				
First	4	13.3	5	16.7
Second	19	63.3	17	56.7
Third	6	20	5	16.7
More than three	1	3.3	3	10
<b>11.Number of sibling:</b>				
None	0	0	0	0
One	18	60	14	46.7
Two	6	20	8	26.7
More than two	6	20	8	26.7
<b>12.Medium of education:</b>				
Tamil	17	56.7	17	56.7
English	13	43.3	13	43.3

The table 1 shows that in the experimental group, the majority 17(56.6%) were in the age group of 18 years, 13(43.3%) were in the age group of 19 years respectively. Regarding the religion, majority 17(56.6%) were belongs to Hindu, 3(10.00%) were Muslim and 10(33.3%) were Christian. Regarding family type the majority 4(13.3%) were belongs to joint family and 26(87%) were belongs to nuclear family. Regarding place of residence majority 25(83.33%) were in rural and 5(17%) were in urban. Regarding education of father majority 16 (53.33%) were undergone primary education 10(33.3%) were undergone high school education 4(13.3%) were no formal education. Regarding mothers education majority of 15(50%) undergone primary education, 9(30%) were no formal education, 6(20.00%) were undergone higher secondary education. Regarding occupation of mother majority 9 (30%) were self employee and 1(3.3%) were government employee and 20 (66.67) were home maker regarding occupation of fathers majority 21(70%) were self employee 1(3.3%) were government employee 8(26.6%) were unemployed. Regarding monthly family income majority 16(53.33%) were earning below Rs.3000, 11(37%) were earning Rs. 3001-5000 3(10.00%) were earning Rs.5001- Rs.7000, respectively. Regarding order of birth majority 5(17%) were belongs to first order of birth 17(57.67%) were belongs to second order of birth, 5(17.00%) were belongs to third order of birth, and 3(10.00%) were belongs to more than three order of birth respectively. Regarding number of siblings majority of 14(47.33%) have one siblings, 8(26.67%) were have two siblings, and 8(26.67%) have above two siblings. Regarding medium of education majority of 13(43.30%) have English as their medium of education, And 17(57%) have Tamil as their medium of education.

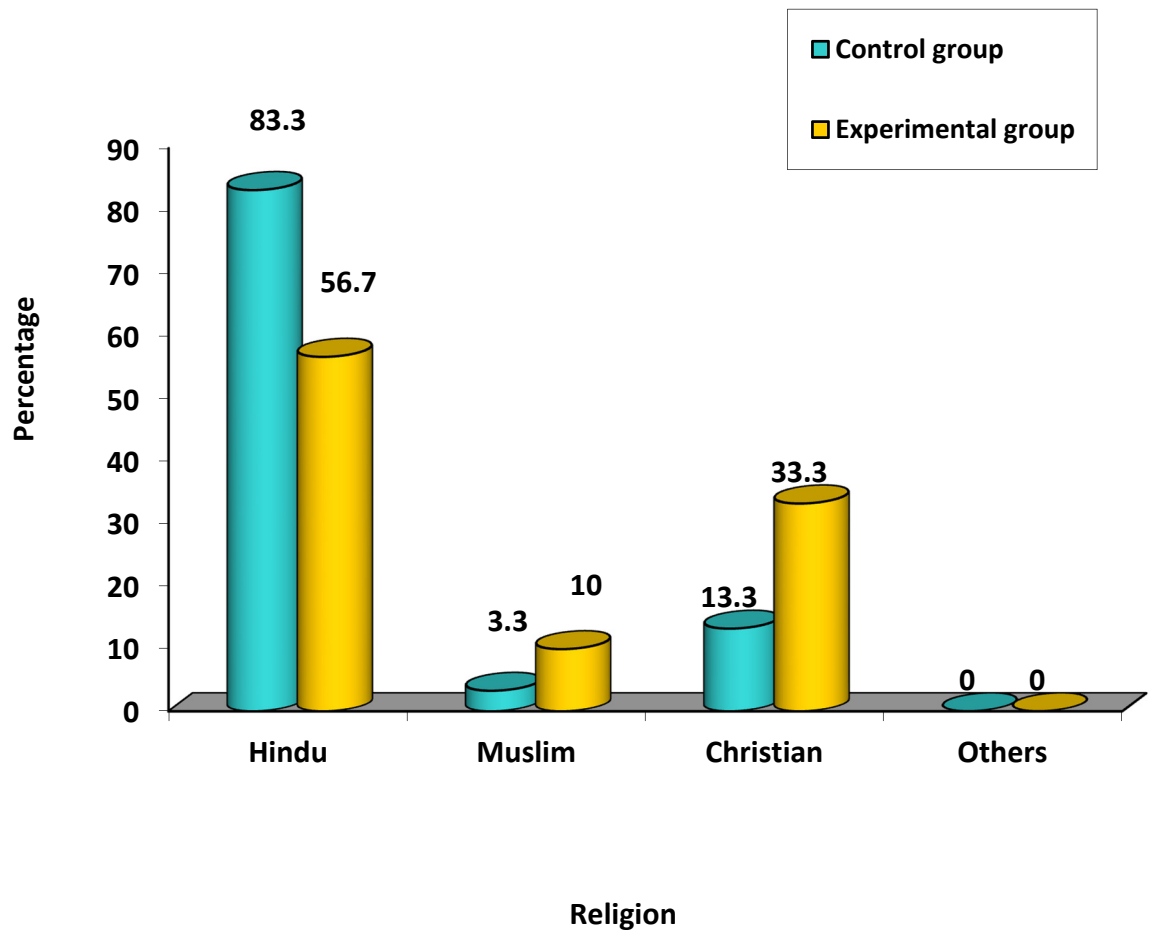
Whereas in the control group, the majority 12(40.0%) were in the age group of 18 years, 10(33.3%) were in the age group of 19 years and 8(26.6%) were in the age group of 20 years respectively. Regarding the religion, majority 25(83.33%) were belongs to Hindu, 1(3.3%) were Muslim and 4(13.3%) were Christian. Regarding family type the majority 9(30.00%) were belongs to joint family and 21(70.00%) were belongs to nuclear family. Regarding place of residence majority 21(70%) were in urban and 9(30%) were in rural. Regarding education of father majority 7 (23.3%) were undergone no formal education 12(40%) were undergone primary education 7(23.3%) were undergone higher secondary education and 4(13.3%) were undergone post graduate education. Regarding mothers education majority of 7 (23.3%)

undergone no formal education,12(40.00%) were undergone primary education, 8(26.63%) were undergone higher secondary education, 3(10%) were undergone post graduate education. Regarding occupation of father majority 23(16.67%) were private employee, 3(10%) were self employed and 4(13.3%) were government employee, regarding occupation of mothers majority 19(63.3%) were home maker 1(3.3%) were government employed and 10(33.3%) were self employee. Regarding monthly family income majority 16(53.3%) were earning below Rs.3000, 6(20.00%) were earning Rs. 3001-5000 4(13.33%) were earning Rs.5001- Rs.7000, 4(13.33%) were earning more than Rs.7001 respectively. Regarding order of birth majority 4(13.3%) were belongs to first order of birth 19(63.3%) were belongs to second order of birth, 6(20%) were belongs to third order of birth, and 1(3.3%) were belongs to more than three order of birth respectively. Regarding number of siblings majority of 18(60.00%) have one siblings, 6(20%) were have two siblings, and 6(20%) have above two siblings. Regarding medium of education majority of 13(43.3%) have English as their medium of education. And 17(57%) have Tamil as their medium of education.

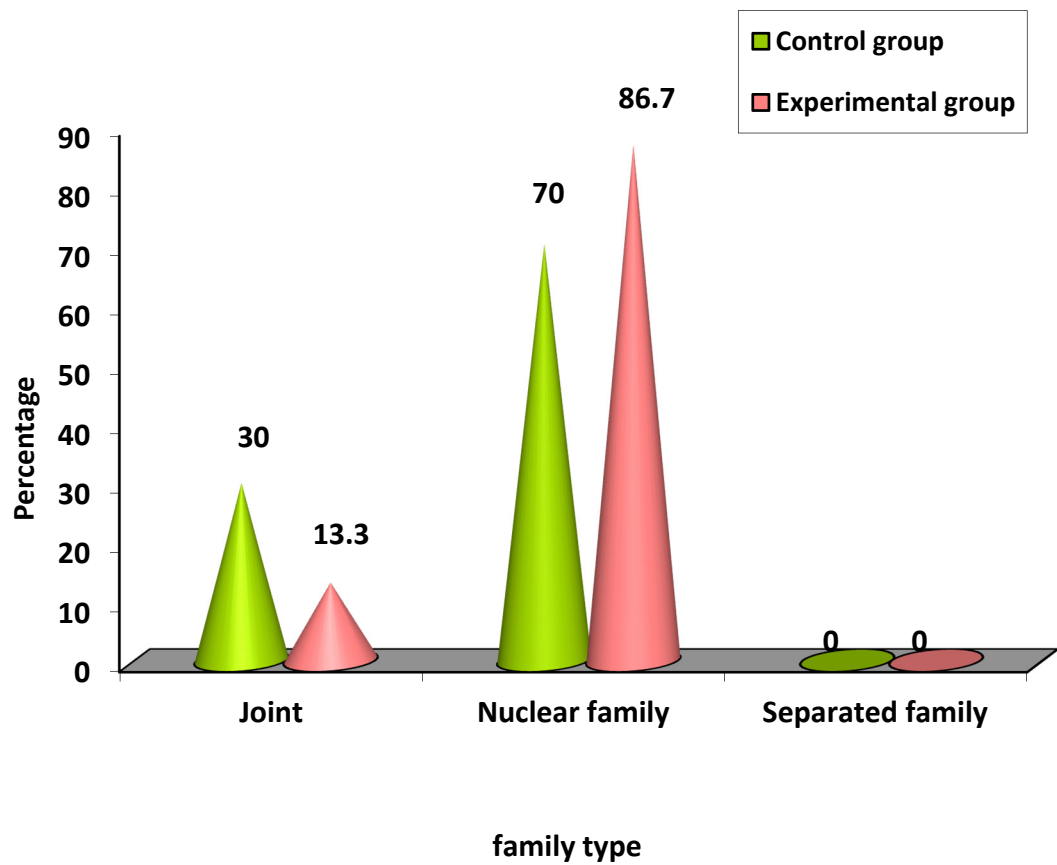


**Fig. 3.**Cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their age.

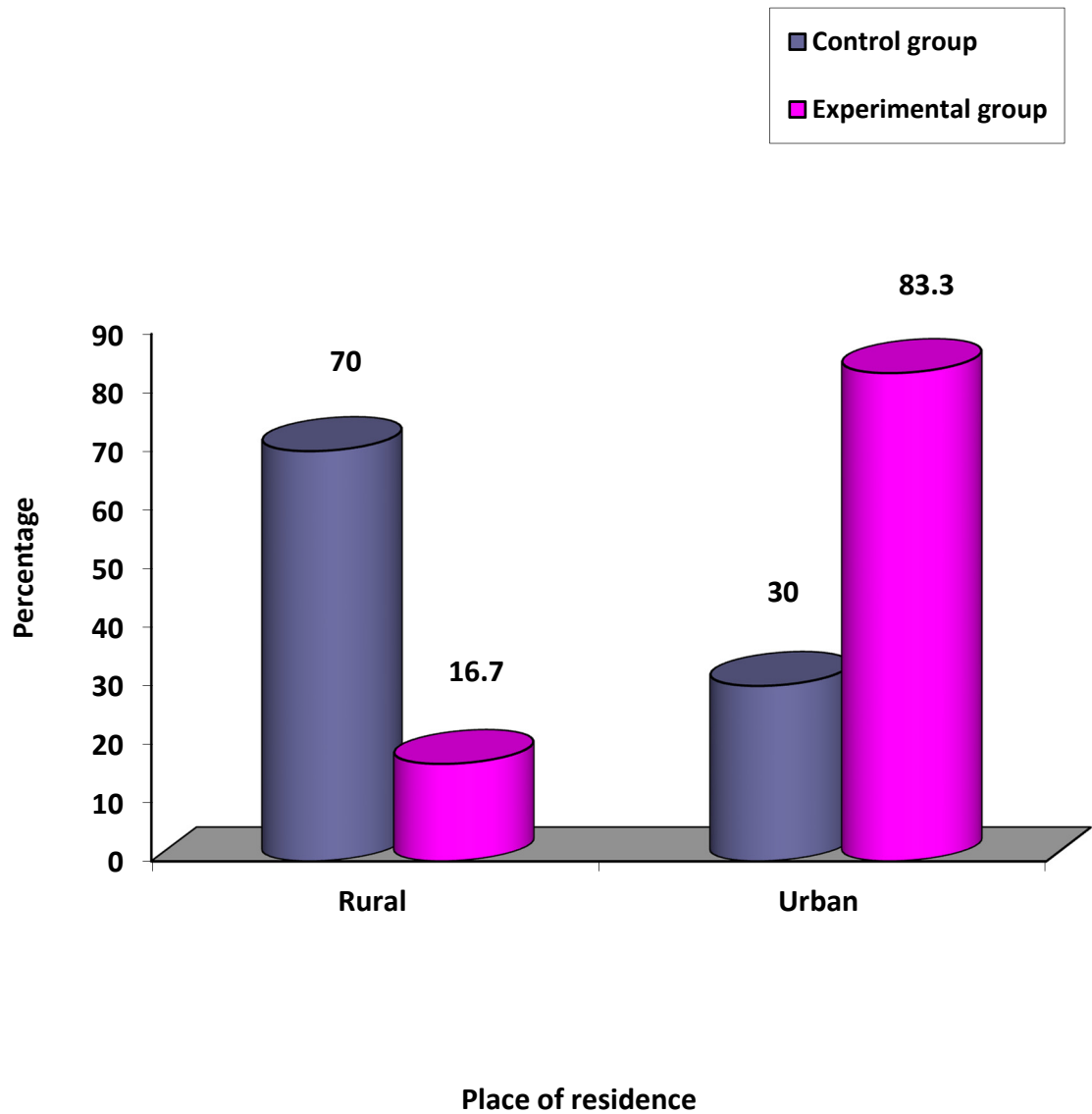




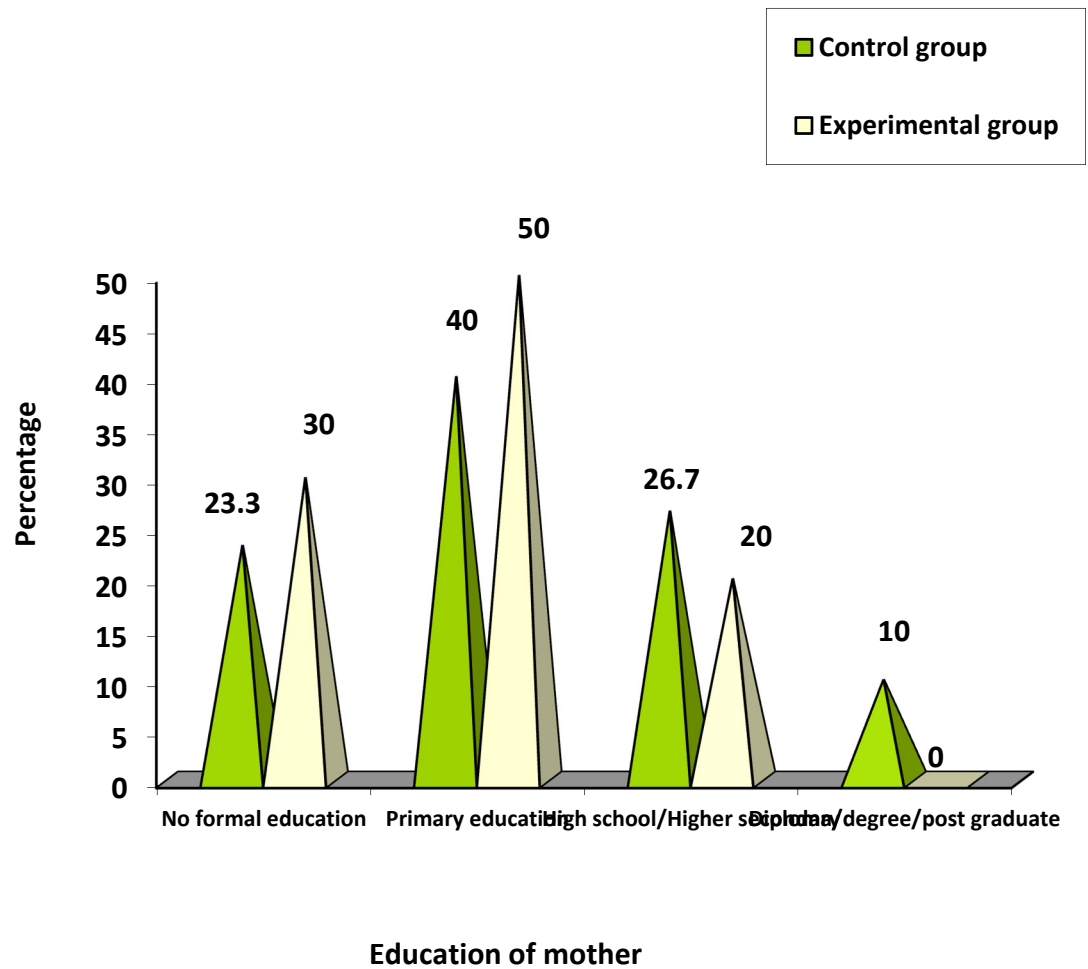
**Fig.4.Cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their religion.**



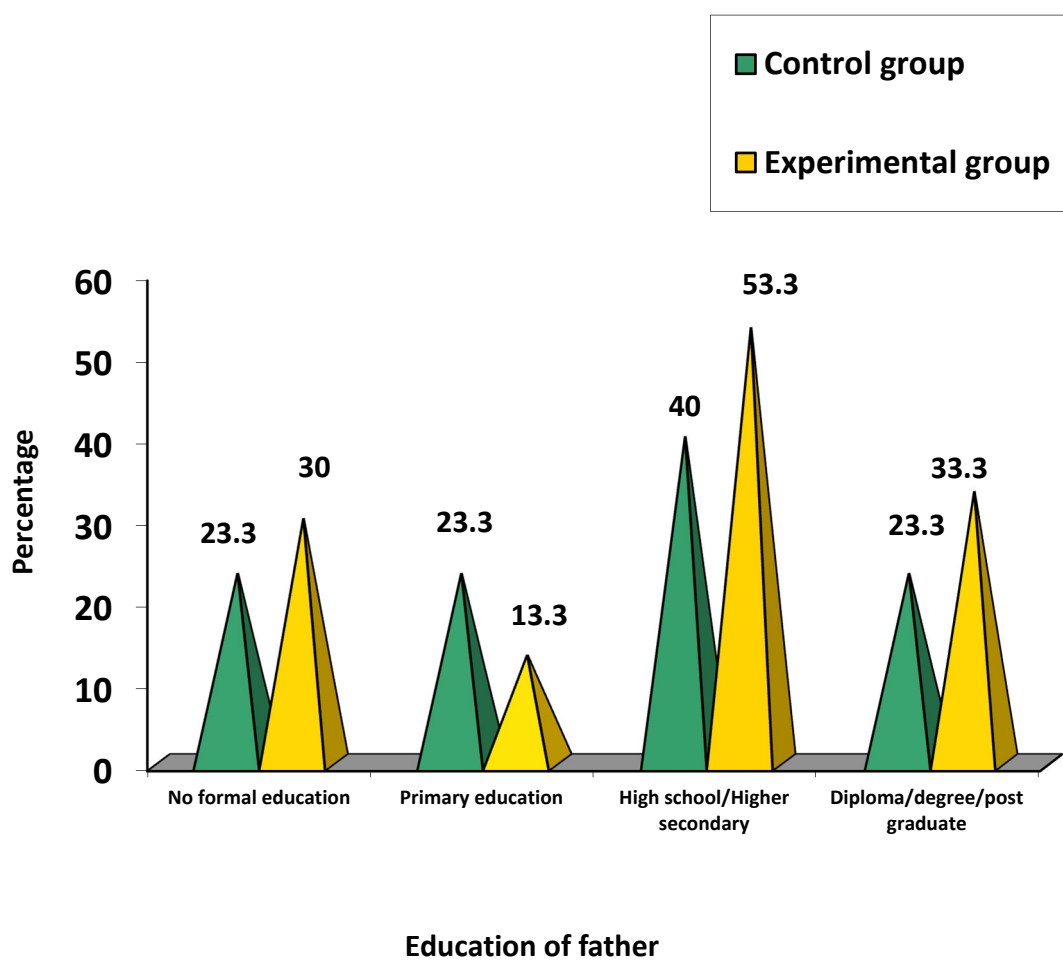
**Fig. 5.Cone diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their family type.**



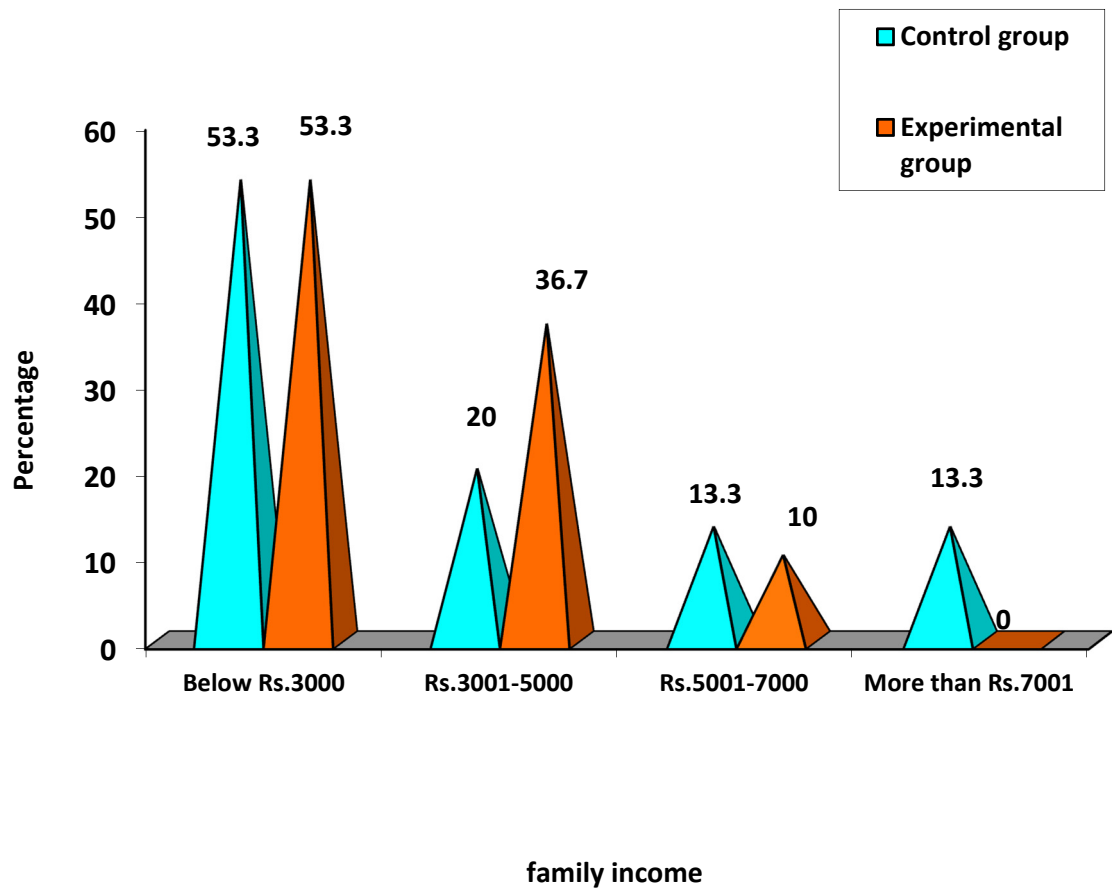
**Fig. 6.Cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their place of residence.**



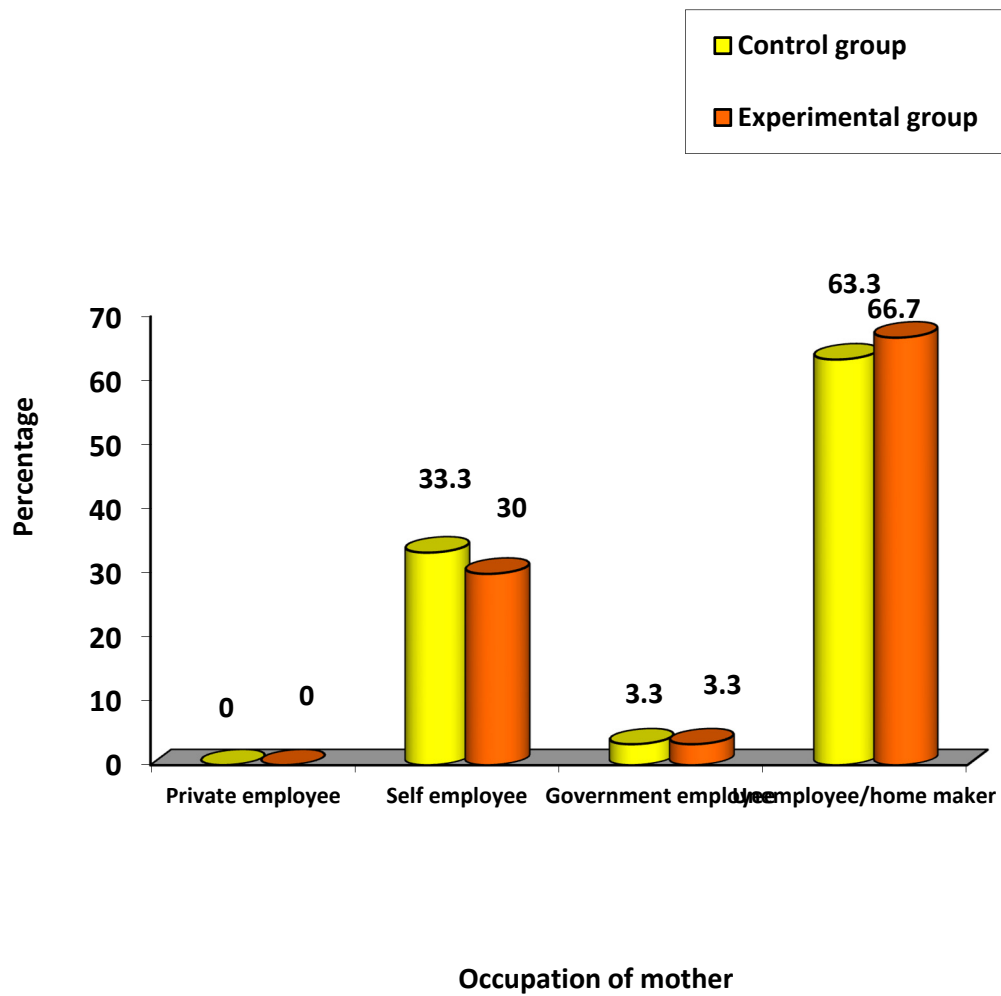
**Fig. 7. pyramid diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their education of mother.**



**Fig. 8.pyramid diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their education of mother.**



**Fig. 9.pyramid diagram showing percentage wise distribution of level of assertive behavior among late adolescens girls among selected colleges according to their family income.**

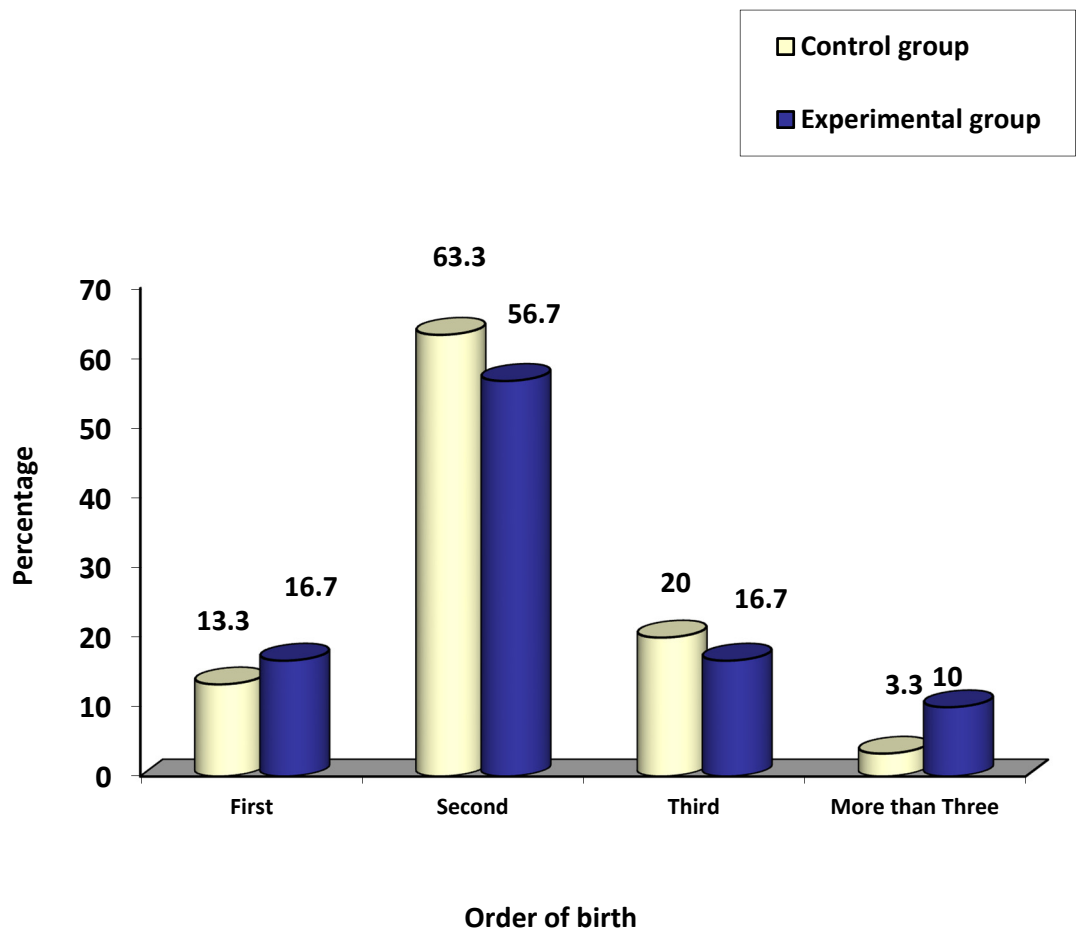


**Fig. 10. cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their occupation of mothers.**

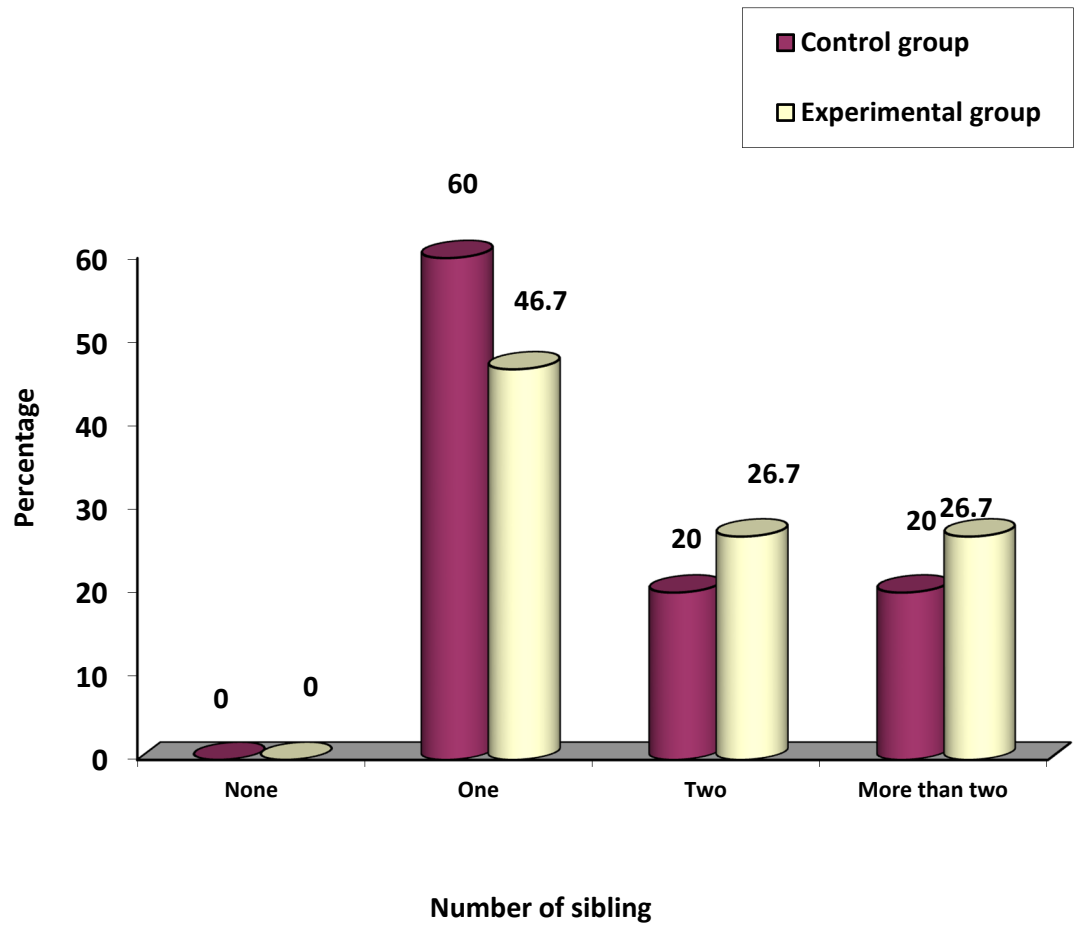


**Fig. 11.cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their occupation of father.**

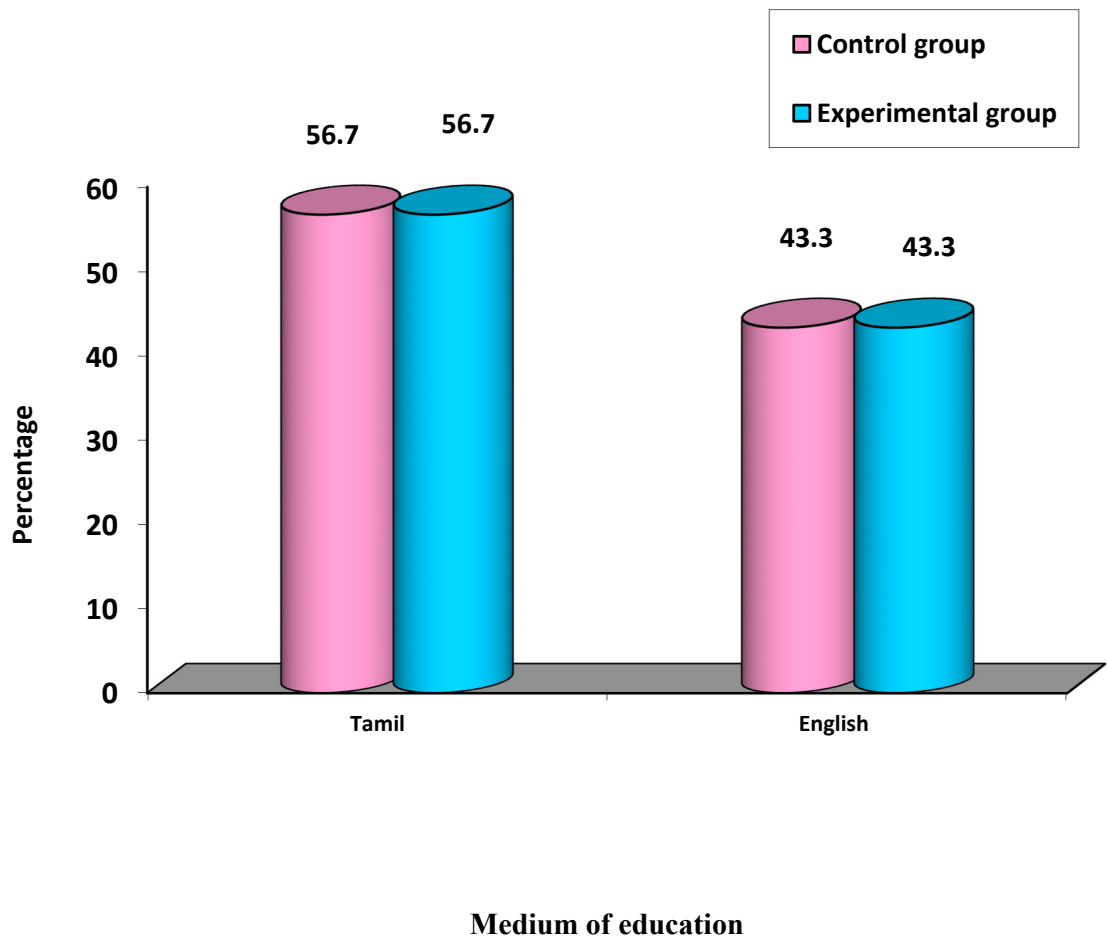




**Fig. 12.cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their order of birth.**



**Fig. 13.cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their number of sibling .**



**Fig. 14.cylinder diagram showing percentage wise distribution of level of assertive behavior among late adolescent girls among selected colleges according to their medium of education .**

## SECTION B

### ASSESSMENT OF PRETEST AND POSTTEST LEVEL OF ASSERTIVE BEHAVIOR AMONG LATE ADOLESCENT GIRLS IN EXPERIMENTAL AND CONTROL GROUP.

**Table 2: Frequency and percentage distribution of pretest and post test level of Assertive behavior among late adolescent girls in the experimental group**

n=30						
LEVEL OF ASSERTIVE BEHAVIOR	NON ASSERTIVE ( 1 – 60 )		MILD ASSERTIVE ( 61 – 120 )		ASSERTIVE ( 121 – 160 )	
	No	%	No	%	No	%
PRE TEST	18	60	12	40	0	0
POST TEST	2	6.6	13	43.3	15	50

The table 2 reveals the percentage distribution of pretest and post test level of Assertive behavior in the experimental group.

The analysis of pretest level of Assertive behavior in experimental group, revealed that 18(60%) had non assertive behavior and 12(40%) had mild level of Assertive behavior.

where as the post test level of Assertive behavior in experimental group, revealed that 2(6.6%) had non Assertive behavior and 13(43.33%) had mild level of Assertive behavior and 15 (50%) had assertive behavior.

**Table 3: Frequency and percentage distribution of pretest and post test level of Assertive behavior among late adolescent girls in the control group**

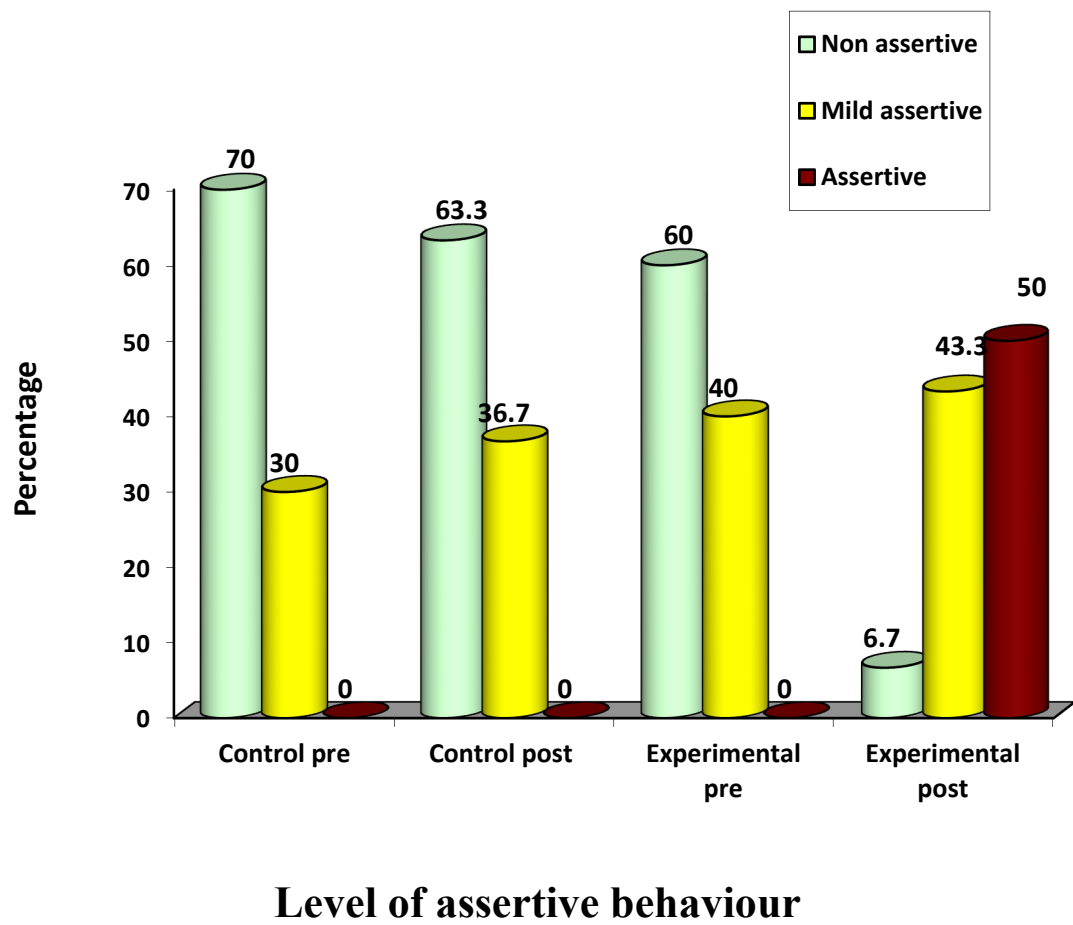
**n=30**

<b>LEVEL OF ASSERTIVE BEHAVIOR</b>	<b>NON ASSERTIVE ( 1 – 60 )</b>		<b>MILD ASSERTIVE ( 61 – 120 )</b>		<b>ASSERTIVE ( 121 – 160 )</b>	
	<b>NO</b>	<b>%</b>	<b>NO</b>	<b>%</b>	<b>NO</b>	<b>%</b>
PRE TEST	21	70	9	30	0	0
POST TEST	19	63.3	11	36.6	0	0

The table 3 reveals the percentage distribution of pretest and post test level of Assertive behavior in the control group.

The analysis of pretest level of Assertive behavior in control group, revealed that 21(70%) had non assertive behavior and 9(30%) had mild level of Assertive behavior.

where as the post test level of Assertive behavior in control group, revealed that 19(63%) had non Assertive behavior and 11(36.6%) had mild level of Assertive behavior.



## SECTION C

### COMPARISON OF PRETEST AND POSTTEST LEVEL OF ASSERTIVE BEHAVIOR AMONG LATE ADOLESCENT GIRLS IN EXPERIMENTAL AND CONTROL GROUP.

**Table 4: Comparison of pre and post test level of assertive behavior among late Adolescent girls in experimental group.**

n=30			
Level of assertive behavior Value	Mean	S.D	Paired 't'
Pretest	58.87	9.06	t = 11.49***
Post Test	114.07	27.69	p = 0.000, S

\*\*\*p<0.005, S – Significant and \*\*p<0.01&\*\*\*p<0.001, Highly significant

The table 4 shows the comparison of pre and post test level of assertive behavior in experimental group.

The pretest mean value of assertive behavior was 58.87 with S.D 9.06 and the post test mean value of assertive behavior was 114.07 with S.D 27.69.

The calculated paired „t“ value of t = 11.49 was found to be statistically significant at p<0.001 level.

This clearly shows that the administration of assertiveness training on assertive behavior among late adolescent girls had significant improvement in their post test level of assertive behavior among late adolescent girls.

**Table 5: Comparison of pre and post test level of assertive behavior among adolescents in control group.**

<b>n=30</b>			
<b>Level of assertive behavior Value</b>	<b>Mean</b>	<b>S.D</b>	<b>Paired 't'</b>
Pretest	55.23	8.86	t = 1.1
Post Test	58.07	12.99	p = 0.274, N.S

N.S – Not Significant

The table 5 shows the comparison of pre and post test level of assertive behavior in control group.

The pretest mean value of assertive behavior was 55.23 with S.D 8.86 and the post test mean value of assertive behavior was 58.07 with S.D 12.99.

The calculated paired „t“ value of t = 1.1 was not found to be statistically significant.

This clearly shows that there was no significant difference between the pretest and post test level of assertive behavior score among late adolescent girls in the control group.



**Table 6: Comparison of post test level of assertive behavior score among late adolescent girls between the experimental and control group.**

**N=60(30+30)**

<b>Post Test</b>	<b>Mean</b>	<b>S.D</b>	<b>Unpaired 't' Value</b>
Experimental	58.07	12.99	t = 10.03
Control	114.07	27.69	p = 0.000, S***

\*p<0.05, S – Significant and \*\*p<0.01 & \*\*\*p<0.001 Highly significant

Table 6 shows the comparison of post test level of assertive behavior score between the experimental and control group.

When comparing the post test level of assertive behavior score between the experimental and control group, the post test mean score in the experimental group was 58.07 with S.D 12.99 and the post test mean score in the control group was 114.07 with S.D 27.69.

The calculated unpaired, "t" value of t = 10.03 was found to be statistically significant at p<0.001 level.

This clearly indicates that after the administration of assertiveness training on level of assertive behavior am

**SECTION D**

**ASSOCIATION OF POSTTEST LEVEL OF ASSERTIVE  
BEHAVIOR AMONG LATE ADOLESCENT GIRLS WITH THEIR  
SELECTED DEMOGRAPHIC VARIABLES IN THE  
EXPERIMENTAL GROUP.**

**Table 7: Associations of post test level of assertive behavior among late adolescent girls with their selected demographic variables in experimental group.**

							n=30	
Demographic variables	Non		Mild		Assertive		$\chi^2$	p-value
	f	%	f	%	f	%		
<b>1.Age(in years):</b>								
18 years	2	6.7	6	20	9	30	2.18	0.336
19 years	0	0	7	23.3	6	20	(df=2)	NS
20 years	0	0	0	0	0	0		
<b>2.Religion:</b>								
Hindu	2	6.7	6	20	9	30		
Muslim	0	0	2	6.7	1	3.3	2.45	0.652
Christian	0	0	5	16.7	5	16.7	(df=4)	NS
Others	0	0	0	0	0	0		
<b>3.family type :</b>								
Joint	0	0	3	10	1	3.3	1.95	0.377
Nuclear family	2	6.7	10	33.3	14	46.7	(df=2)	NS
Separated family	0	0	0	0	0	0		
<b>4.Place of residence :</b>								
Rural	0	0	3	10	2	6.7	0.904	0.636
Urban	2	6.7	10	33.3	13	43.3	(df=2)	NS
<b>5.Education of mother :</b>								
No formal education	1	3.3	3	10	5	16.7		
Primary education	1	3.3	7	23.3	7	23.3	1.06	0.90
High school/Higher secondary	0	0	3	10	3	10	(df=4)	NS
Diploma/degree/post graduate	0	0	0	0	0	0		
<b>6.education of father:</b>								

No formal education	0	0	3	10	1	3.3		
Primary education	2	6.7	5	16.7	9	30	3.94	0.414
High school/Higher secondary	0	0	3	10	5	16.7	(df=4)	NS
Diploma/degree/post graduate	0	0	0	0	0	0		

#### **7.family income:**

Below Rs.3000	2	6.7	5	16.7	9	30		
Rs.3001-5000	0	0	7	23.3	4	13.3	4.10	0.392
Rs.5001-Rs.7000	0	0	1	3.3	2	6.7	(df=4)	NS
More than Rs.7001	0	0	0	0	0	0		

#### **8.Occupation of mother :**

Private employee	0	0	0	0	0	0		
Self employee	0	0	4	13.3	5	16.7	2.104	0.717
Government employee	0	0	0	0	1	3.3	(df=4)	NS
Un employee/Home maker	2	6.7	9	30	9	30		

#### **9.Occupation of father:**

Private employee	2	6.7	9	30	10	33.3		
Self employee	0	0	1	3.3	0	0	2.44	0.656
Government employee	0	0	3	10	5	16.7	(df=4)	NS
Un employee/Home maker	0		0		0			

#### **10.Order of birth :**

First	0	0	2	6.7	3	10		
Second	2	6.7	6	20	9	30	10.9	0.091
Third	0	0	5	16.7	0	0	(df=6)	S*
More than three	0	0	0	0	3	10		

#### **11.Number of sibling:**

None	0	0	0	0	0	0		
One	1	3.3	7	23.3	6	20	1.61	0.807
Two	0	0	3	10	5	16.7	(df=4)	NS
More than two	1	3.3	3	10	4	13.3		

#### **12.Medium of education:**

Tamil	2	6.7	6	20	9	30	2.18	0.336
English	0.	0	7	23.3	6	20	(df=2)	NS

\*\*\*p< 0.001, \*p<0.05, S – Significant, N.S – Not Significant

The table 7 shows that the demographic variables order of birth had shown statistically significant association with post test level of assertive behavior at  $p < 0.001$  and  $p < 0.05$  level among adolescents in the experimental group and the other demographic variables had not shown statistically significant association with the post test level of assertive behavior among late adolescent girls in the experimental group.

# CHAPTER V

## DISCUSSION

## **CHAPTER V**

### **DISCUSSION**

The aim of the present study was to assess the effectiveness of assertiveness training on assertive behavior among late adolescent girls in selected colleges at Pudukkottai. The study was conducted by quantitative research approach and true experimental design, randomized (pre test post test control group design). The late adolescent girls studying selected colleges between 18- 20 years was selected for the study. The sample size was 60 [30 experimental group and 30 control group] and was selected by probability simple random sampling technique. Rathus Assertiveness Schedule questionnaire was used to assess the level of assertive behavior.

#### **The first objective to assess the pretest and post test level of assertive behavior among late adolescent girls in experimental and control group.**

The investigator concluded that experimental pre test late adolescent girls had the assertive behavior level as 18(60%) had non assertive behavior, 12(40%) had mild assertive behavior and 0 (0%) had assertive. In control group pre test 21(70%) had non assertive behavior, 9(30%) had mild assertive behavior and (0%) had assertive. The investigator concluded that experimental post test adolescents had the assertive behavior level, 2(6.7%) had non assertive behavior,13(43.3%) had mild assertive behavior and 15 (50%) had assertive. in control group post test 19(63.3%) had non assertive behavior, 11(36.7%) had mild assertive behavior and 0(0%) had assertive.

These findings was supported by varun raj (2009) who conducted a study to assess the effectiveness of assertiveness training on assertive behavior among 60 adolescents the results revealed that the assertiveness training was effective in improving the level of assertive behavior among adolescents in the experimental group and the adolescents in the control group had no changes in the post test level of assertive behavior.

#### **The second objective is to compare the pretest and post test level of assertive behavior among late adolescent girls in experimental and control group.**

The investigator concluded that experimental late adolescent girls had the assertive behavior level in pre test mean 58.87 and SD 9.06, In post test mean 114.07 SD 55.2 and t- value is 11.49(highly significant), control group late adolescent girls had the assertive behavior level in pre test mean 55.23 SD 8.86, In post test mean 58.07 SD 12.99 and t – value is 1.11(non significant).

The comparison of post test level of assertive behavior score between the experimental and control group. When comparing the post test level of assertive behavior score between the experimental and control group, the post test mean score in the experimental group was 114.07 with S.D 27.69 and the post test mean score in the control group was 58.07 with S.D 12.99. The calculated unpaired, t" value of 10.03 was found to be statistically highly significant at  $p < 0.001$  level.

This clearly indicates that after the administration of assertiveness training on assertive behavior among late adolescent girls in the experimental group there was a significant difference in the post test level of assertive behavior score between the experimental and control group. There was improvement in the post level of assertive behavior among late adolescent girls in the experimental group than the late adolescent group in the control group.

These findings was supported by jegatheesan (1996) who conducted a study to identify the efficacy of assertiveness training for mildly and non assertive adolescents. cognitive behavioural and assertiveness training were non differently efficacious, 60 percent subjects demonstrated clinically significant changes.

**The third objective of this study is to find out the association between the post test levels of assertive behavior among adolescents with their selected demographic variables in experimental group.**

The chi square value showed significance association between the Assertiveness training to level of assertive behavior. demographic variables order of birth had shown statistically significant association with post test level of assertive behavior at  $p < 0.001$  and  $p < 0.05$  level among late adolescent girls in the experimental group and the other demographic variables had not shown statistically significant association with the post test level of assertive behavior among late adolescent girls in the experimental group. The stated hypotheses III was accepted.

These findings was supported by Ramar (2010) who conducted a study to assess the effectiveness of assertiveness training on assertive behavior among late adolescent girls and the findings that there was a significant association between post test assertive behavior scores and selected variable such as fathers occupation, mothers occupation and family type had shown statistically significant association with the post test level of assertive behavior at  $p < 0.001$  level among late adolescent girls in experimental group.



CHAPTER VI

SUMMARY, CONCLUSION,  
IMPLICATIONS,  
LIMITATIONS, AND  
RECOMMENDATIONS

## **CHAPTER VI**

### **SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS**

This chapter presents the summary of the study and conclusions drawn. It classifies limitation of the study, implications, recommendation in different areas like nursing practice, nursing education, nursing administration, nursing research and recommendation for the further study.

#### **SUMMARY OF THE STUDY**

“A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescents girls in selected colleges at pudukkottai” during the year 2016.

#### **THE FOLLOWING OBJECTIVES WERE SET FOR THE STUDY**

1. .To assess the pretest and post test level of assertive behavior among late adolescent girls in both experimental group and control group.
2. To compare the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in experimental group and control group
3. To find out the association between the post test levels of assertive behavior among Late adolescent girls with their selected demographic variables in experimental group.

#### **HYPOTHESES**

H1: There was a significant difference between the pre test and post test level of assertive behavior among late adolescent girls in experimental group.

H2: There was a significant difference between the post test level of assertive behavior among late adolescent girls between experimental group and control group.

H3: There was a significant association between post test level of assertive behavior among late adolescent girls with their selected demographic variables in experimental group.

The conceptual model of the study was based on the Kenny's open system model. The study was conducted with pre test post test control group design. probability simple random sampling was used to select the study sample. The instrument's used for data collection were Rathus Assertive schedule.

The data analyzed and interpreted in terms of objectives and research hypothesis. Descriptive statistics [frequency, percentage, mean and standard deviation] and inferential statistics [“t” test and chi square were used to test the research hypotheses.

## **MAJOR FINDINGS OF THE STUDY**

In the experimental group, the majority 17(56.6%) were in the age group of 18 years, 13(43.3%) were in the age group of 19 years respectively. Regarding the religion, majority 17(56.6%) were belongs to Hindu, 3(10.00%) were Muslim and 10(33.3%) were Christian. Regarding family type the majority 4(13.3%) were belongs to joint family and 26(87%) were belongs to nuclear family. Regarding place of residence majority 25(83.33%) were in rural and 5(17%) were in urban. Regarding education of father majority 16 (53.33%) were undergone primary education 10(33.3%) were undergone high school education 4(13.3%) were no formal education. Regarding mothers education majority of 15(50%) undergone primary education, 9(30%) were no formal education, 6(20.00%) were undergone higher secondary education. Regarding occupation of mother majority 9 (30%) were self employee and 1(3.3%) were government employee and 20 (66.67) were home maker regarding occupation of fathers majority 21(70%) were self employee 1(3.3%) were government employee 8(26.6%) were unemployed. Regarding monthly family income majority 16(53.33%) were earning below Rs.3000, 11(37%) were earning Rs. 3001-5000 3(10.00%) were earning Rs.5001- Rs.7000, respectively. Regarding order of birth majority 5(17%) were belongs to first order of birth 17(57.67%) were belongs to second order of birth, 5(17.00%) were belongs to third order of birth, and 3(10.00%) were belongs to more than three order of birth respectively. Regarding number of siblings majority of 14(47.33%) have one siblings, 8(26.67%) were have two siblings, and 8(26.67%) have above two siblings. Regarding medium of education majority of 13(43.30%) have English as their medium of education, And 17(57%) have Tamil as their medium of education.

Whereas in the control group, the majority 12(40.0%) were in the age group of 18 years, 10(33.3%) were in the age group of 19 years and 8(26.6%) were in the age group of 20 years respectively. Regarding the religion, majority 25(83.33%) were belongs to Hindu, 1(3.3%) were Muslim and 4(13.3%) were Christian. Regarding family type the majority 9(30.00%) were belongs to joint family and 21(70.00%) were belongs to nuclear family. Regarding place of residence majority 21(70%) were in urban and 9(30%) were in rural. Regarding education of father majority 7 (23.3%) were undergone no formal education 12(40%) were undergone primary education 7(23.3%) were undergone higher secondary education and 4(13.3%) were undergone post graduate education. Regarding mothers education majority of 7 (23.3%) undergone no formal education,12(40.00%) were undergone primary education, 8(26.63%) were undergone higher secondary education, 3(10%) were undergone post graduate education. Regarding occupation of father majority 23(16.67%) were private employee, 3(10%) were self employed and 4(13.3%) were government employee, regarding occupation of mothers majority 19(63.3%) were home maker 1(3.3%) were government employed and 10(33.3%) were self employee. Regarding monthly family income majority 16(53.3%) were earning below Rs.3000, 6(20.00%) were earning Rs. 3001-5000 4(13.33%) were earning Rs.5001- Rs.7000, 4(13.33%) were earning more than Rs.7001 respectively. Regarding order of birth majority 4(13.3%) were belongs to first order of birth 19(63.3%) were belongs to second order of birth, 6(20%) were belongs to third order of birth, and 1(3.3%) were belongs to more than three order of birth respectively. Regarding number of siblings majority of 18(60.00%) have one siblings, 6(20%) were have two siblings, and 6(20%) have above two siblings. Regarding medium of education majority of 13(43.3%) have English as their medium of education. And 17(57%) have Tamil as their medium of education.

The analysis of pretest level of Assertive behavior in experimental group, revealed that 18(60%) had non assertive behavior and 12(40%) had mild level of Assertive behavior. where as the post test level of Assertive behavior in experimental group, revealed that 2(6.6%) had non Assertive behavior and 13(43.33%) had mild level of Assertive behavior and 15 (50%) had assertive behavior.

The analysis of pretest level of Assertive behavior in control group, revealed that 21(70%) had non assertive behavior and 9(30%) had mild level of Assertive behavior. where as the post test level of Assertive behavior in control group, revealed that 19(63%) had non Assertive behavior and 11(36.6%) had mild level of Assertive behavior.

The pretest mean value of assertive behavior was 58.87 with S.D 9.06 and the post test mean value of assertive behavior was 114.07 with S.D 27.69. The calculated paired „t“ value of  $t = 11.49$  was found to be statistically significant at  $p < 0.001$  level.

The pretest mean value of assertive behavior was 55.23 with S.D 8.86 and the post test mean value of assertive behavior was 58.07 with S.D 12.99. The calculated paired „t“ value of  $t = 1.1$  was not found to be statistically significant.

The comparison of post test level of assertive behavior score between the experimental and control group. When comparing the post test level of assertive behavior score between the experimental and control group, the post test mean score in the experimental group was 58.07 with S.D 12.99 and the post test mean score in the control group was 114.07 with S.D 27.69. The calculated unpaired „t“ value of  $t = 10.03$  was found to be statistically significant at  $p < 0.001$  level.

The demographic variables order of birth had shown statistically significant association with post test level of assertive behavior at  $p < 0.001$  and  $p < 0.05$  level among adolescents in the experimental group and the other demographic variables had not shown statistically significant association with the post test level of assertive behavior among late adolescent girls in the experimental group.

## **CONCLUSION**

1. Assertiveness training is more effective intervention to improve the level of assertive behavior.
2. The assertiveness training helps to promote well being of the persons.
3. The experimental group late adolescent girls were experienced more benefit.

## **IMPLICATIONS OF THE STUDY**

### **NURSING PRACTICE:**

- The study findings revealed the importance of Nurse's role in managing level of assertive behavior among late adolescent girls by using assertiveness training, which is cost effective and safe.
- In all colleges, time should be allotted for assertiveness training , along with their daily routine activity.
- Nurses specialized in psychiatry need to be empowered in providing assertiveness training.
- Nursing administrator can enact legislation to monitor the welfare organizations in providing security to late adolescent girls.

### **NURSING EDUCATION**

Assertiveness training can be included as a intervention for level of assertive behavior, in nursing curriculum.

A considerable amount in the budget can be allocated for organizing the continuing Nursing education programme and training students to improve the level of assertive behavior among late adolescent girls. Professional conferences, workshop or seminar can be conducted on level of assertive behavior and significance of assertiveness training in improving level of assertive behavior.

### **NURSING RESEARCH**

- The finding of the present study has added knowledge to the already existing literature and the implications for the nursing research are given in the form of recommendation.

- This study can be a base line for future studies to build upon and motivate other investigators to conduct further studies.

## **NURSING ADMINISTRATION**

- The administrator can encourage the nurses to use assertiveness training which are cost effective, safe and psychotherapeutic intervention in increasing the assertive behavior among late adolescent girls both in community and general wards.
- Nursing personnel working in child psychiatric unit should be given in service education regarding significance of assertiveness training in increasing the assertive behavior.

## **LIMITATIONS**

- ❖ The present study had and encountered the following limitations.
- ❖ The responses were based on self-report of the study samples.
- ❖ Long-term follow up is not feasible.
- ❖ The setting of the study was selected as per the convenience of the researcher.

## **RECOMMENDATIONS**

On the basis of the present study the following recommendations have been made for further studies.

1. A comparative study can be conducted between urban and rural schools.
2. A qualitative approach can be applied in studying the effects of assertiveness training on level of assertive behavior.
3. An experimental study on the effectiveness of assertiveness training on level of assertive behavior among different age group.

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# APPENDICES

**APPENDIX-A**  
**SECTION –I**  
**PART- I DEMOGRAPHIC DATA**

1. AGE( in years )
  - a) 18
  - b) 19
  - c) 20
2. RELIGION
  - a) Hindu
  - b) Muslim
  - c) Christian
  - d) Others
3. FAMILY TYPE
  - a) Joint family
  - b) Nuclear family
  - c) Separated family
4. PLACE OF RESIDENCE
  - a) Urban
  - b) Rural
5. EDUCATION OF PARENTS  
MOTHER
  - a) No formal education
  - b) Primary education
  - c) High school / Higher secondary
  - d) Diploma / degree /Post graduate  
FATHER
  - a) No formal education
  - b) Primary education
  - c) High school / Higher secondary
  - d) Diploma / degree /Post graduate

6. FAMILY INCOME (monthly)

- a) Below Rs.3000
- b) Rs.3001 – Rs.5000
- c) Rs.5001 – Rs.7000
- d) More than Rs.7001

7. OCCUPATION OF THE PARENTS

MOTHER

- a) Private employee
- b) Self employee
- c) Government employee
- d) Un employee / Home maker

FATHER

- a) Private employee
- b) Self employee
- c) Government employee
- d) un employee

9. ORDER OF BIRTH

- a) First
- b) Second
- c) Third
- d) More than three

10. NUMBER OF SIBLINGS

- a) None
- b) One
- c) Two
- d) More than two

11. MEDIUM OF EDUCATION

- a) Tamil
- b) English

## RATHUS ASSERTIVENESS SCHEDULE

WHAT TO DO: Read each sentence carefully. Write down on each line the number that is correct for you.

6 very much like me

5 rather like me

4 somewhat like me

3 somewhat unlike me

2 rather unlike me

1 very unlike me

1. Most people seem to be more aggressive and assertive than I am-----
2. I have hesitated to make or accept compliments because of shyness-----
3. If the food is not served in time at a restaurant I complain about it to the waiter-----
4. I am careful about avoiding hurting other people's feelings even if I feel that I have been injured-----
5. If a salesman has taken a lot of time and effort to display the articles, I find it difficult to reject his offer-----
6. When I am asked to do something, I insist upon knowing why? -----
7. I stand for my rights-----
8. I strive to get ahead of other people in group-----
9. People take advantage of me-----
10. I enjoy starting conversation with strangers-----
11. I don't know what to say to people of opposite sex-----
12. I will hesitate to make phone call to my teacher / H.M / Principal-----
13. I hesitate to participate in group discussion-----
14. I find it embarrassing to return merchandise-----
15. If a close and respected relative annoys me I would smoothen my feelings than express annoyance-----
16. I will avoid asking question for fear of sounding stupid-----
17. During an argument I am afraid that I might feel upset-----

18. I find it difficult to oppose in class if what my teacher says is not correct-----  
-----
19. I find it difficulty to bargain with salesman-----
20. What I have done something important or worth while I manage to let other  
know about it-----
21. I am open and frank about my feelings-----
22. If someone has be spreaded false and bad stories about me I see him/her as soon  
as possible and have a talk about it-----
23. I have a hard time saying “No” -----
24. I tend to bottle up my feelings rather than express it-----
25. When I am given a compliment, I just do not know what to say-----
26. If people near me keep talking an important meeting, I would ask them to be  
quiet-----
27. Anyone attempting to push a head in a queue I will ask them to follow the order-  
-----
28. I don’t hesitate to express my opinion-----
29. There are times when I just can’t say anything-----
30. I don’t know how to express my love and affection-----



**APPENDIX-A**  
**LETTER REQUESTING PERMISSION TO CONDUCT**  
**RESEARCH STUDY**

From

Ms. S.A.Karthika,  
M.Sc(N) II year,  
Karpaga Vinayaga College of Nursing,  
Pudukkottai.

To

Through

The Principal,  
Karpaga Vinayaga College Of Nursing,  
Pudukkottai.

Respected madam/sir,

**SUB: Requesting permission to conduct the research study, regarding...**

I am Ms.karthika final year M.Sc(N) student of Karpaga Vinayaga College Of Nursing, Pudukkottai, to conduct a research project which is to be submitted to the Tamil Nadu Dr. M.G.R. Medical University, Chennai as partial fulfillment of University requirement for award of M.Sc(N) Degree.

**TOPIC: A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at, Pudukkottai**

I humbly request you to grant permission to conduct research study in your college. I will be highly grateful to you for your favour.

Thanking you

**Place:**

Yours Sincerely,

**Date:**

**(S.A.KARTHIKA)**

## **b. LETTER GRANTING PERMISSION TO CONDUCT THE RESEARCH STUDY**

From

Ms. S.A.Karthika  
M.Sc(N) II year,  
Karpaga Vinayaga College of Nursing,  
Pudukkottai.

To

Through

The Principal,  
Karpaga Vinayaga College Of Nursing,  
Pudukkottai.

Respected madam/sir,

**SUB: Requesting permission to conduct the research study, regarding.**

I am Ms. karthika final year M.Sc (N) student of Karpaga Vinayaga College Of Nursing, Pudukkottai, to conduct a research project which is to be submitted to the Tamil Nadu Dr. M.G.R. Medical University, Chennai as partial fulfillment of University requirement for award of M.Sc(N) Degree.

**TOPIC: A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at , Pudukkottai.**

I humbly request you to grant permission to conduct research study in your college. I will be highly grateful to you for your favour.

Thanking you

**Place:**

Yours Sincerely,

**Date;**

**(S.A.KARTHIKA)**

## C. LETTER REQUESTING FOR VALIDATION

FROM

Ms.S.A.Karthika,  
M.Sc.(N) II year,  
Karpaga Vinayaga college of Nursing,  
Pudukkottai.

TO:

THROUGH,

The Principal  
Karpaga Vinayaga College of Nursing  
Pudukkottai.

Respected Madam

Sub: Requisition for content validity of tool.

I am S.A.Karthika doing M.Sc(Nursing) second year in Karpaga Vinayaga College of Nursing Pudukkottai, Under The Tamilnadu, Dr. M.G.R Medical university, Chennai. As a partial fulfillment of my M.Sc (N) Degree programme. I am conducting a research on "**A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at, Pudukkottai**". A tool has been developed for the research study.

I am sending the tool for content validity and for your expert and valuable opinion.

I will be very thankful for your kind consideration. Kindly return it to the Undersigned.

Thanking you.

Yours Sincerely,  
**(S.A.KARHIKA)**

Encl:

- 1.Certificate of content validity,
- 2.Statement of the problem, objectives, hypothesis, research methodology.
- 3.Description of tool and tool for data collection.
- 4.Self addressed envelope

#### **d. LIST OF EXPERTS CONSULTED FOR CONTENT VALIDITY**

Dr. Rajesh Kumar, M.B.B.S., D.P.M

Consultant psychiatrist,

Dr.Muthu Lakshmi Memorial Head Quarters Hospital.

Pudukkottai.

Prof.Mrs.S.Sumithra, M.Sc (N)., Ph.D.,

Principal

Karpaga Vinayaga College of nursing

Pudukkottai

Prof.Mrs.Vani chithra devi, M.Sc (N).,

Vice Principal

Karpaga Vinayaga College of nursing

Pudukkottai

Prof.Dr.Mrs. Vijaya lakshmi, M.sc (N), Ph.D

Principal of apollo college of nursing

chennai,

Prof.Dr.Mrs. Jancy Rachel daisy M.sc (N). Ph.D

H.O.D., of Psychiatric department

C.S.I Jeyaraj Annapackiam college of nursing

Madurai

Prof. Mr.mahibalan M.sc (N).,

H.O.D., of psychiatric nursing department

Doctors College of nursing

pudukkottai.

Prof.Mrs.Salomi sangeetha, M.Sc (N).,

Assistant professor

Karpaga Vinayaga College of nursing

Pudukkottai

## **E . REQUISITION LETTER TO MEDICAL GUIDE**

### **FROM**

Ms.S.A.Karthika,  
M.Sc.(N) II year,  
Karpaga Vinayaga College of Nursing,  
Pudukkottai.

### **TO**

Dr. RAJESH KUMAR., M.B.B.S., D.P.M.,  
Consultant Psychiatrist,  
Dr. Muthulakshmi Memorial Head Quarters Hospital,  
Pudukkottai.

### **THROUGH,**

The Principal,  
Karpaga Vinayaga College of Nursing  
Pudukkottai.

Respected Sir,

**Sub: Requesting permission for the guidance to conduct the study, regarding....**

I am II year M.Sc Nursing student of Karpaga Vinayaga College of Nursing Pudukkottai. I would like to conduct a study as a part of partial fulfillment for the degree of masters in nursing. The statement of the problem " **A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at, Pudukkottai** ".

I humbly request you to give me guidance and suggestions for conducting my study.

Thanking you in anticipation

**Place:**

**Date:**

Yours Faithfully,  
**(S.A.KARTHIKA)**

## **F .CERTIFICATE FOR EDITING**

Certified that the dissertation paper titled “**A true experimental study to assess the effectiveness of assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at, Pudukkottai**” by **Ms. S.A.KARTHIKA**. It has been checked for accuracy and correctness of English language used in presenting the paper is lucid, unambiguous free of grammatical and spelling errors and is apt for the purpose.

**SIGNATURE**





## THE VALLIAMMAL INSTITUTION (TVI)

2/18A Upstairs, B.B. Road 2<sup>nd</sup> St., Pankajam Colony, Madurai-625 009.

☎ 98942 49630; 98430 40226 email: ananthibetsy@rediffmail.com

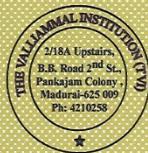
Reg. No. PCC/50/April 16/316

Date: 02/05/16



### Certificate Course in Basic Counselling Skills and Assertiveness Training

*This is to certify that .....KARTHIKA S.A..... has completed our  
**CERTIFICATE COURSE IN BASIC COUNSELLING SKILLS AND  
ASSERTIVENESS TRAINING** (24 hrs Part-time Education Programme  
designed and offered by experts) by effectively participating in theory &  
practical classes and successfully completing all the exercises. She has been  
placed in First Class*



*S. Jeyaprasam*

Prof. Dr. S. Jeyaprasam M.Sc., M.A., M.A., Ph.D.,  
Director  
Rajarajan Institute of Science (RISE)

*Ananthavalli*

Dr. B. Ananthavalli M.Sc., M.A., M.Phil., Ph.D.,  
Director & Secretary  
The Valliammal Institution (TVI)





# ARPUTHA COLLEGE OF ARTS & SCIENCE

(Affiliated to Bharathidasan University)

Arputha Nagar, Vamban - 622 303. Alangudi (T.k.), Pudukkottai (Dt.)

Date : 09.08.16

To:

S.A.KARTHIKA,  
Msc(N) II year,  
Karpaga Vinayaga College of Nursing,  
Pudukkottai.

Sub: Permission to conduct study in Arputha College of Arts and Science  
Pudukkottai

Ms.S.A.Karthika Msc Nursing student of Karpaga Vinayaga College of Nursing Pudukkottai is granted permission to do her project on "A true experimental study to access the effectiveness of Assertiveness training on level of assertive behaviour among late adolescent Girls in selected college at Pudukkottai".

Thanking you,

*Dr. Sugumetti*  
PRINCIPAL  
ARPUTHA COLLEGE OF ARTS & SCIENCE  
VAMBAN - 622 303.

E-mail : arputhacollege@gmail.com / Phone : 04322 - 251221, 290795



**J.J.COLLEGE OF ARTS AND SCIENCE (Autonomous)**

(Re-Accredited by NAAC with 'A' Grade)  
(Affiliated to Bharathidasan University, Tiruchirappalli)



**Dr. J.PARASURAMAN**, M.A., M.B.A., M.C.A., M.Phil., B.Ed., Ph.D.,  
Principal

Date :

Ref :

08.08.2016

To

Ms.S.A.Karthika  
M.Sc.(N) II Year  
Karpaga Vinayaga College of Nursing  
Pudukkottai

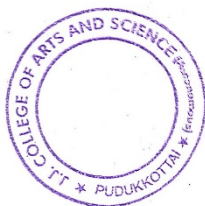
Sir,

Sub: Permission to conduct study in J.J. College of Arts and Science  
(Autonomous), Pudukkottai.

...

**Ms. S.A.Karthika**, M.Sc. Nursing student of Karpaga Vinayaga College of Nursing, Pudukkottai is granted permission to collect data from our students do her project on "A true experimental study to access the effectiveness of Assertiveness training on level of assertive behavior among late adolescent girls in selected colleges at Pudukkottai".

Thanking you



*G.D. Sivasubramanian*  
9/8/2016  
PRINCIPAL

**Dr.J.PARASURAMAN**, M.A., M.B.A., M.C.A.,  
PRINCIPAL M.Phil., B.Ed., Ph.D.

J.J. College of Arts and Science  
(Autonomous)  
J.J. Nagar, Sivapuram Post,  
PUDUKKOTTAI - 622 422

J.J Nagar, Sivapuram Post, PUDUKKOTTAI - 622 422, ☎ 04322 - 260103, 261801, 261802,  
Fax : 04322 - 260224, E- mail : jjcollege.pdkt@gmail.com, website : www.jjcol.ac.in

### CERTIFICATE OF VALIDITY

This is to certify that the structured questionnaire schedule on “A true study to assess the effectiveness of assertiveness training among adolescents in selected colleges at Pudukkottai.” has been validated and found appropriate with mentioned suggestion.

Signature

: P.R. 

Name

: DR. P.R. RAJESH KUMAR

Designation

: M.B.B.S. D.P.M.

Name of the hospital

: GOVT. PUDUKOTTAI MEDICAL  
COLLEGE, PUDUKOTTAI.

### CERTIFICATE OF VALIDITY

This is to certify that the structured questionnaire schedule on "A true experimental study to assess the effectiveness of assertiveness training on level of assertiveness among late adolescence at selected colleges in pudukkottai." Has been validated and found appropriate with mentioned suggestion.

Signature : R. Jancy


Name : DR. R. JANCY RACHEL DAISY

Designation : HOD OF PSYCHIATRIC NURSING

Name of the college : C.S.I JEYARAJ ANNAPACKIAM COLLEGE  
OF NURSING,  
PASUMALAI,  
MADURAI.

### CERTIFICATE OF VALIDITY

This is to certify that the structured questionnaire schedule on “A true experimental study to assess the effectiveness of assertiveness training among adolescents in a selected colleges in Pudukkottai.” has been validated and found appropriate with mentioned suggestion.

Signature : 

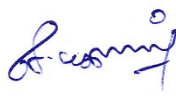
Name : I. V. JAYALAKSHMI

Designation : Professor.

Name of the college : Apollo College of Nursing  
Chennai - 95.

### CERTIFICATE OF VALIDITY

This is to certify that the structured questionnaire schedule on “A true experimental study to assess the effectiveness of assertiveness training among adolescents in a selected colleges in Pudukkottai.” has been validated and found appropriate with mentioned suggestion.

Signature : 

Name : MAHIBALAN.C

Designation : Associate Professor

Name of the college : Doctor's College of Nursing  
Pudukkottai

### **CERTIFICATE FOR EDITING**

Certified that the dissertation paper titled "**A true experimental study to assess the effectiveness of assertiveness training on assertive behavior among late adolescent girls in selected colleges at, Pudukkottai**" by **Ms. S.A.KARTHIKA**. It has been checked for accuracy and correctness of English language used in presenting the paper is lucid, unambiguous free of grammatical and spelling errors and is apt for the purpose.

  
**SIGNATURE**

# DEVELOPING ASSERTIVE BEHAVIOUR

## INTRODUCTION

*"Assertiveness is not what you do, it's who you are!"*

--: **Shakti Gawain**

“You are your first and biggest supporter”, so it's important that you speak up for yourself. It doesn't mean that you speak for yourself denying others rights. It is here the term assertiveness plays a major role. Assertiveness in terms of behaviour, helps individual feel better about themselves by encouraging them to stand up for their own basic rights.

## MEANING OF ASSERTIVENESS

Assertiveness is a person's ability to express his feelings, opinions, ideas, needs and wants without hurting other people's emotions. **(Benedict Smythe, 1998)**

## DEFINITION

Assertive behaviour is defined as “behaviour that enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express their honest feelings comfortably, or to exercise their own rights without denying the rights of others” **(Alberti and Emmons, 1990)**

## ASSERTIVE BEHAVIOR INCLUDES:

- Starting, changing, or ending conversations
- Sharing feelings, opinions, and experiences with others
- Making requests and asking for favors
- Refusing others' requests if they are too demanding
- Questioning rules or traditions that don't make sense or don't seem fair
- Addressing problems or things that bother you
- Being firm so that your rights are respected
- Expressing positive emotions
- Expressing negative emotions

## COMPONENTS OF ASSERTIVE BEHAVIOUR (Emmons, 1990)

1. **Eye contact:** Intermittent eye contact is considered as assertive.
2. **Body posture:** a) Sitting and leaning slightly towards the other person in a conversation.  
b) Standing in an erect posture and squarely facing the other person in a conversation.
3. **Distance/physical contact:** The distance between two individuals in an interaction or the physical contact between them vary on cultural basis. Whatever may be the culture the person belongs, the intimate space should not be invaded by other persons. ( except our willingness to allow them to invade)
4. **Gestures:** Gesturing can add emphasis, warmth, depth or power to the spoken word.
5. **Facial expressions:** Facial expressions congruent to the verbal message is considered assertiveness
6. **Voice:** Voice conveys a message by its loudness, softness, degree and placement of emphasis, and evidence of emotional tone.
7. **Fluency:** Ability to discuss a subject with ease and with obvious knowledge conveys assertiveness and self confidence.
8. **Timing:** It is said that “It is never too late to be assertive!”, spontaneous and immediate responses are considered to be assertive.
9. **Listening:** Giving full attention to the other person by making eye contact, nodding and taking time to understand what is being said before giving a response indicates assertive listening.
10. **Thoughts:** Two components that affect one’s assertive behaviour are a) his/her attitude about appropriateness of assertive behaviour in general b) appropriateness of assertive behaviour for himself / herself specifically.
11. **Content:** “What is being said is not as important as how it is said”. Emotions should be expressed when they are to be expressed. It is important to accept the ownership of those emotions.

## BENEFITS OF ASSERTIVENESS (Benedict Smythe, 1998)

- ❖ Can create healthy, meaningful relationships
- ❖ There is less friction and conflict



- ❖ There is increased self-respect as well as respect from others
- ❖ Self-esteem is enhanced, and we always feel in control
- ❖ Productivity at work and the home increases
- ❖ There is less stress, and an overall sense of well-being
- ❖ Emotional and physical health improves. In expressing ourselves appropriately, we needn't hold grudges, or store pent-up emotions.

**COMPARISON OF BEHAVIOURAL RESPONSE PATTERNS (Jakubowski, 1978)**

	<b>NON-ASSERTIVE</b>	<b>ASSERTIVE</b>	<b>AGGRESSIVE</b>
<b>Behavioural characteristics</b>	Passive, does not express true feelings, self deprecating, denies own rights.	Stands up for own rights, protects rights of others, honest, direct, appropriate	Violates rights of others, expresses feelings dishonestly and inappropriately
<b>Goals</b>	To please others; to be liked by others	To communicate effectively; to be respected by others	To dominate or humiliate others
<b>Feelings</b>	Anxious, hurt, disappointed with self, angry, resentful	Confident, proud, successful, self respecting	Self-righteous, controlling, superior
<b>Compensation</b>	Is able to avoid unpleasant situations and confrontations with others	Increased self confidence, self respect, respect for others, satisfying interpersonal relationships	Anger is released, increasing feeling of power and superiority
<b>Outcomes</b>	Goals not met; others meet their goals at non assertive person's expense; anger and resentment grow; feels violated and manipulated	Goals met; desires most often fulfilled while defending own rights and rights of others	Goals may be met but at the expense of others; they feel hurt and vengeful

## 7 TECHNIQUES WHICH DEAL WITH GETTING YOU CONFIDENT AND THEN GETTING YOU ASSERTIVE.

(Mena Rose Baines, 1997)

1. **I am confident I am confident I am confident** This works! I know it works because it worked for me. Repeat these words over and over and over and over every day several times a day. Say them aloud whenever you can. Write them down. Make them calligraphy if you like. Just say them over and over and over and over. One day you will be confident.
2. **Setting Objectives** To be confident about something you need an objective. What do you want to accomplish? Why do you want to accomplish this? If you can't answer these questions then you will not want to achieve it. This has nothing to do with confidence. Pre-planning is everything. If this is done correctly achievement is a just a bit of tweaking.
3. **Who Am I to attempt this task?** Often we confuse careful consideration with a lack of confidence, and then we get angry at ourselves, and come to the conclusion that we have low self esteem. But it is also about preconceived ideas about who the person has to be to accomplish tasks. Many memorable people were less educated, less pretty, less secure than you! Our society encourages self improvement but not accomplishment and bravery. This is usually taken as arrogance. Remove the word arrogance from your dictionary right now.
4. **With confidence comes Responsibility** You see the fear in them. But you also see the greatness and the budding potential in them. Sometimes they, and you maybe, grow up having never seen your greatness. Fear is there as a pause to check before leaping. No-one can know everything because we are all learning forever.
5. **Assertiveness is easy when you are having fun and feeling accepted** So often in life our inner child has the goods to lead us into the most grown up accomplishments! Respect your inner child.
6. **Accepting Criticism** Sometimes we aren't afraid of being assertive, we are afraid of accepting criticism. Putting yourself out there connotes enormous,

giant, instant fame that is the biggest, scariest monster to contend with. Check your fear of criticism. This is a very human reaction. It probably won't go away, but once you realize it for what it is you will know that it is more of a physical reaction that is no longer used for the purpose it was intended centuries ago.

7. **Assertiveness is not Aggression** If you threaten another then you are being aggressive. If someone you are trying to convince perceives they will lose something if they agree with you then this is aggression. Stop blaming yourself and the world. Relax and enjoy steering the boat when you have something to assert and taking a seat when you don't. This technique will allow others to assert to you and you just might benefit from this too!

### **GUIDELINES FOR BEING ASSERTIVE (*Mark Dombeck, 2006*)**

An Assertive person:

- makes the correct choices.
- know when and where to set the boundaries, Safeguarding these boundaries and will be receptive and sensitive.
- think of how they should react well ahead of situations that would require reactions in that manner.
- explain what they want to achieve in its simplest form.
- accepts other people's rights and feelings

### **CONCLUSION**

Being more assertive can lead to a more rewarding life. It can improve upon existing aspects of your life (such as better relationships with friends and family) and completely change or introduce other aspects (such as personal or career opportunities.)

While the decision to develop your assertiveness is a personal one, the rewards can be much greater than the personal satisfaction that being assertive brings. Being assertive not only improves your self-respect, but also earns you respect from those around you.

Although the changes does not occur immediately, this booklet can assist the students to become assertive, thereby encouraging them to become what they want to be.